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GENERAL REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

FOR

1880-81.

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1881.

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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

1880-81.

I.—GENERAL SUMMARY.

THE year 1880-81 has, like its immediate predecessor, been marked by a large and general increase in the number both of schools and of pupils. The increase is due for the most part, as in former years, to the continued expansion of the system of primary instruction, but it is satisfactory to be able to add that education of a class above the primary shows a much more decided and rapid advance than I have lately been able to record. The rainfall of the year was good, food cheap, and the people generally prosperous. These conditions are favourable to the spread of education; and the returns present a total gain of 8,131 schools and 109,459 pupils, with which the increase for the last few years may be compared:—

	Schools.	Pupils.
In 1878 a gain of	4,740	52,019
,, 1879 ,, ...	7,060	86,307
,, 1880 ,, ...	6,098	91,323

or a gain in four years of 26,029 schools and 339,138 pupils. It follows that since 1877, when there were 21,478 schools and 589,351 pupils, the number of schools under inspection has more than doubled, while the number of pupils has increased by nearly 60 per cent.

From General Form I, appended to this report, it will be seen that the number of boys now at school is 893,941. According to the recent census the number of males in Bengal is believed to be about 34 millions; and if we take 15 per cent. of this number, or 5,100,000, as approximately representing the number of boys of school-going age, we find that more than one in six is at school. Among girls of school-going age, about one in 150 is at school.

2. The following summary statement includes every school that has furnished returns:—

Class of Instruction.	1880. Schools.	1880. Pupils.	1881. Schools.	1881. Pupils.
University .. Colleges	20	2,080	20	2,526
Secondary ... High English schools ...	200	38,618	218	42,558
Secondary ... Middle ,, ,, ...	554	32,812	588	35,348
Secondary ... ,, Vernacular ,, ...	1,085	54,562	1,028(a)	54,208
Secondary ... Lower ,, ,, ...	1,498	54,296	1,701	59,318
Primary ... Primary schools ...	35,258	613,452	41,699	701,568
Special	58	3,520	1,425	13,536
Female	657	15,158(b)	828	19,427
European and Eurasian	46	4,532	.....(c)	.....
Total ...	39,376	819,030	47,507	928,489

(a) Exclusive of Sanskrit tolas, included in this year's returns as schools of special instruction.
(b) Including 288 boys reading in girls' schools.
(c) European and Eurasian schools not shown separately in this year's returns.

3. The number of colleges shown is the same as in the previous year, though the following changes are to be noticed. The aided Cathedral Mission College was closed on the 1st January 1881. The College Department of the Bethune School is now for the first time brought upon the returns. No

GENERAL SUMMARY.

information has been received from the unaided Serampore College, but on the other hand the new City College, also unaided, has furnished returns. There is therefore no actual increase in the number of colleges. The City College, like the Metropolitan Institution of Calcutta, is an independent college under purely native management and a native instructive staff.

Of the increase of 448 in the number of college pupils, Government colleges claim 174, aided colleges 155, and unaided colleges 119. The most noteworthy increase is that of the General Assembly's Institution, which had on the 31st March last the unprecedented roll-number of 501 pupils, being more by 140 than its numbers of the year before, and far exceeding the strength of any college, Government or private, in any previous year.

4. Secondary instruction, which in the previous year suffered a loss of one school, accompanied by a gain of 6,767 pupils, now shows an increase of 198 schools and 11,144 pupils. This apparent increase is subject to some slight reduction, owing to the fact that the new forms of educational returns no longer contain a separate heading for European and Eurasian education. The 46 schools for Europeans and Eurasians of the previous year, with their 4,532 pupils, have accordingly been now distributed over secondary, primary, and girls' schools, according to the class of each. Subject to that explanation there has been an increase of 18 high schools, with 3,940 pupils; of 34 middle English schools, with 2,536 pupils; and of 203 lower vernacular schools, with 5,022 pupils. There is also an apparent decrease of 57 middle vernacular schools, with 354 pupils; but this is chiefly caused by the transfer to 'special instruction' of the class of Sanskrit 'toles,' which, to the number of 48, with 334 pupils, were in the last report classed as middle schools. The actual loss under this head is of 9 middle vernacular schools and 20 pupils. The loss is found chiefly in the Presidency and Bhagulpore Divisions; but, as will be explained hereafter, this class of schools is likely to diminish rather than to increase throughout the Province.

5. Under primary instruction there is an increase of 6,441 schools and 88,116 pupils. The system of payment by the results of examination has been extended to new districts; and in those districts in which it has been long established, it continues to discover and to bring under control fresh accessions of schools and pupils, which have hitherto lain outside the range of the Government grant. The number of unaided primaries of 1880 was 6,266, closely agreeing with the increase in the number of aided primaries of 1881; and indeed a comparison of the corresponding figures for the last few years seems to indicate that the unaided schools of one year form in regular progress the newly aided schools of the next. The Government system spreads in an ever-widening circle, advancing upon, but not yet overtaking, the outer ring of indigenous schools, as year by year a new one comes into view. The number of unaided primary boys' schools of 1881 that have furnished returns is 5,697, with 83,240 pupils; and that number roughly indicates the extent of the field which is to be won during the current year.

6. Excluding the class of schools just referred to, it appears that primary schools of a more or less organized character have increased from 28,992 with 537,037 pupils, to 36,002 with 618,328 pupils, giving an average for the new schools of less than 12 pupils each,—a rate which confirms what I have before urged, that the schools which newly come under our notice are the small schools of remote and unimportant villages, to which the influence of the Government system is thus gradually but surely making its way.

The bulk of the newly aided schools are found in Behar, which contributes nearly 4,700; in the Burdwan division 1,300, and in Eastern Bengal 1,100 schools have received aid. Of the new unaided schools, the divisions of Patna and Orissa contribute more than half. For the Bhagulpore division not a single unaided school has been returned, pointing to the conclusion that the system there in force has engrossed the whole field of indigenous education so far as it is known.

7. The overwhelming increase in the number of schools of special instruction, from 58 to 1,425, merely points to a difference of classification. The indigenous Sanskrit tolos, and the 'maktabs' in which the Koran is alone or chiefly read, though genuine places of instruction, have always presented a difficulty as regards their proper classification. They cannot rightly be classed (as in 1879) under primary schools, for many of them read in their own subjects

to a high standard; nor again can they be included (as in 1880) under secondary schools, since their course of instruction bears no relation to any departmental standard. In my last report I referred to the difficulty, and stated that measures would be taken to avoid this source of confusion for the future; and it has seemed best on the whole to class them with schools of special instruction. This class has accordingly been increased by the addition of 814 aided and 563 unaided toles or maktabs. My intentions, however, do not appear to have been in all cases clearly understood; and it is probable that many schools have been classed under this head which would more properly come under primary instruction.

A few schools, chiefly for native converts in the Sonthal Pergunnahs, which formerly were returned as normal schools, have now been included, by a more accurate classification, among schools for general instruction. The only changes that have taken place in regular schools for professional or technical instruction are that a law department has been opened in the Ravenshaw College, and that the Dacca Artisan School was closed at the beginning of the year, on the opening of the Seebpore College, and the transfer to it of the Dehree Technical School.

8. Female education has been extended by the addition of 171 schools and 4,269 pupils,—a number which includes, however, 12 schools for European and Eurasian girls existing last year, but shown under a separate head. The total number of girls under instruction, including those reading in boys' schools, mixed schools, and normal schools, has increased from 28,225 to 34,620. Of the new schools, nearly 70 are due to the extension of zenana agencies in Calcutta, and there has been an increase of some 60 schools in the Presidency and Burdwan divisions; while the number of unaided girls' schools has increased by 40.

9. The progress of the year may also be exhibited as follows. Restoring for the moment the class of toles and maktabs to the place which they occupied in the previous year's returns, namely, among primary schools, we have the following results:—Education other than primary shows an increase of 313 schools and 11,048 pupils; organized primary instruction (including aided toles) an increase of 7,824 schools and 86,627 pupils; and unorganised primary instruction (including unaided toles) a loss of 6 schools with an increase of 11,784 pupils.

10. In the following table the schools are classified as Government, aided, or unaided:—

Class of Institutions.	1880.		1881.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools and colleges	301	29,332	303	29,775
Grant-in-aid „ „ „	1,708	88,005		
Circle grant „	290	12,355	40,490	777,173
Primary grant „	30,414	582,992		
Unaided „ „ „	6,663	106,346	6,714	121,541
Total ...	39,376	819,030	47,507	928,489

11. The increase of two in the number of Government institutions is thus explained. The college department of the Bethune school has been entered as a separate institution; and the law department of the Ravenshaw college at Cuttack has been brought on the returns. Two more vernacular schools have been opened,—an increase which is met by the closing or transfer of the artisan schools at Dacca and Dehree.

12. In the new form of educational returns, grant-in-aid, circle grant, and primary grant schools are entered indiscriminately under the head of aided schools, and schools for Europeans and Eurasians are no longer separately shown. The operations of the year can, however, be generally indicated. Under the head of grants-in-aid, there has been a net increase of three in the number of high schools for natives, and St. Joseph's school for Europeans and Eurasians in Darjeeling has received a grant. The number of middle English aided schools has increased by 12. There has been a loss of one middle vernacular, and a gain of 14 lower vernacular schools. All these figures represent the net, not the gross results; that is to say, the difference between new grants given and old grants cancelled, including also transfers of aided schools from one class to another.

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13 The circle grant shows the following changes. In 1880 there were 290 circle schools, distributed into 116 middle, 114 lower, and 60 primary. The number of middle schools remains nearly the same, but lower vernacular schools have increased by 12, promoted from the primary class. The circle schools supply a useful link between primary schools and secondary schools under the grant-in-aid system; and they are specially valuable now that recent reforms in the administration of the primary grant have directed that allotment more exclusively than before to its special work of primary education.

14. In the last report 112 middle schools and 1,232 lower were shown as receiving aid from the primary allotment. The number of middle schools has now fallen to 100, some having sunk to a lower class, and others of a more stable character having received grants-in-aid. On the other hand, there has been a considerable increase in the number of lower schools aided from the primary grant, the number having risen from 1,232 to 1,398,—an increase of 166. In many places the villagers are no longer satisfied with the elementary instruction given in primary schools; and in such places, by a quite natural and healthy process of development, a lower school is established. In the districts of Cuttack, Monghyr, and Shahabad this tendency has been specially noticed. In Balasore, on the other hand, lower vernacular schools have been reduced to an extent which the Joint-Inspector considers likely to be injurious to the proper development of primary education. In Bankoora, again, the introduction of the "chief guru" system, involving the maintenance of a lower vernacular school as the educational centre and model for a surrounding circle of schools, has led to a large increase in this class. There is no objection to it; and indeed the present position and outlook of primary education seem to point to the wisdom of recognising lower vernacular schools as the crown of the primary rather than as the first stage in the secondary system,—a change which would be in full accordance with the distinction of "upper" and "lower" primary schools that has been enforced in the recent orders of the Government of India with regard to classification.

15. Under unaided schools of organized instruction, there has been a gain of four high, eight middle English, and five lower vernacular schools. Middle vernacular schools have decreased by three, which have been converted into English schools.

16. The following table compares the expenditure for the year with the budget provision, the figures having been furnished by the Accountant-General:—

Budget head of expenditure.	Sanctioned estimate, 1880-81.	Actuals, 1880-81.
Direction and inspection	4,18,100	4,43,647
Government colleges and madrassas	4,53,558	4,56,934
Government schools	6,47,300	6,69,735
Grants-in-aid and Assignments:—		
For secondary and superior instruction	4,25,000	4,13,321
For primary instruction	4,00,000	4,07,286
Scholarships	1,60,000	1,50,802
Miscellaneous	48,742	33,346
Total ...	25,52,700	25,75,071
Less receipts	4,68,893	5,13,856
Net Government expenditure	20,83,807	20,61,215

17. The expenditure for the year has exceeded the estimate by Rs. 22,000; but additional expenditure to the amount of Rs. 16,000 was sanctioned in the course of the year, debitable to departmental savings, without separate budget provision. On the other hand, the receipts show an increase of Rs. 45,000. The net result is therefore a saving of Rs. 23,000. Under "Inspection" the estimate has been exceeded by Rs. 22,000, due to increased travelling charges, which are paid independently of budget provision. The departmental estimate under this head was Rs. 3,78,500, in close accordance with the actuals of Rs. 3,75,600. High schools have exceeded their estimated expenditure by Rs. 24,000, incurred during the course of the year without budget provision, but payable from the surplus balances at credit of these schools under the net grant and re-grant systems.

"Special instruction" is debited with Rs. 10,000 beyond the estimate. Under this head is included expenditure upon the Calcutta Art Gallery, for

which pictures to the amount of £1,000 were ordered from England during the year, the amount paid having been provided from re-granted savings of previous years, and exceeding the original budget provision for the year by Rs. 7,500. Additional expenditure was also incurred in connection with the Engineering College at Seebpore; and the grant for stipends in the Hooghly normal school was increased by Rs. 1,200.

Under "Boarding Schools" an additional charge of Rs. 4,000 has been incurred, chiefly in connection with the Government Railway School at Kurseong; and under "Technical Schools" the excess cost of Rs. 3,000 has arisen from the transfer to the Education Department of the charges of the Dehree school, hitherto borne by the Public Works Department. Expenditure on primary education has also exceeded the estimates by Rs. 7,000, an addition having been made during the course of the year to the allotments of certain districts.

The chief savings occur under "Government Colleges" (due to the absence of graded officers on furlough), "scholarships," "grants-in-aid," "grants for the encouragement of literature," and "miscellaneous," in which a total saving of Rs. 41,000 has been effected. The demands upon the grant-in-aid allotment are, however, great and increasing; and in future, I do not expect to be able, as in former years, to show any saving under this head.

Receipts from "Fees and Fines" are better than the estimates by nearly Rs. 40,000. The departmental estimates for the year amounted to Rs. 4,37,191, reduced by the Accountant-General to Rs. 4,00,000, which amount was sanctioned by Government. The actuals were Rs. 4,39,470. Miscellaneous receipts, of the details of which I have no information, have exceeded the estimate by Rs. 8,000.

18. The following table compares the expenditure for two years, taken from the departmental returns. The class of instruction, and not the budget head of expenditure, is here made the basis of classification; and the whole expenditure connected with education is shown, excluding that for educational buildings, the returns of which have not been furnished by the Public Works Department, and also excluding expenditure in unaided schools, in order to afford a comparison with the previous year, in which such expenditure was not known. The table, however, includes the receipts and expenditure of aided schools of all classes, and also the receipts and charges of medical education, which are not included in the estimates of this department:—

	Year ending 31st March 1880.		Year ending 31st March 1881.	
	Government expenditure. (Net.)	Total expenditure.	Government expenditure. (Net.)	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	.....	92,000	.....	55,000
Collegiate	2,35,000	4,58,000	2,44,000	4,56,000
Secondary instruction	5,78,000	16,79,000	6,00,000	17,87,000
Primary ,, ...	2,96,000	11,73,000	3,22,000	14,38,000
Scholarships	1,38,000	1,53,000	1,42,000	1,58,000
Female education	80,000	2,40,000	79,000	2,61,000
Special instruction (including scholarships)	(a)4,07,000	(a)4,95,000	4,24,000	5,02,000
Miscellaneous	47,000	62,000	25,000	35,000
Superintendence	4,16,000	4,16,000	4,28,000	4,28,000
Total ...	21,97,000	47,68,000	22,64,000	51,20,000

(a) Exclusive of expenditure in the Dehree Training School for Europeans and Eurasians.

19. The Government expenditure for the year has therefore increased by Rs. 67,000, and the private expenditure by Rs. 2,85,000. Two years ago it was noticed that the contributions from private sources towards the total cost of education had exceeded the Government grant, which then amounted to 47·75 per cent. of the whole. In the following year the proportion paid by Government fell to 46 per cent., and in the year under report it has fallen still further to 44 per cent. These figures, it will be remembered, refer only to those colleges and schools which receive aid from the State. But the money-returns of unaided institutions have now for the first time been received; and if expenditure of that kind be added, as in General Form No. 3 appended to this report, the total expenditure on education rises to Rs. 55,86,000, and the Government share falls to 40½ per cent.

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20. That the total expenditure shown for colleges was less in 1880-81 than in the previous year is due to the closing of the Cathedral Mission College, which has accordingly furnished no returns for the nine months in which it was at work. Excluding it from the returns of the previous year also, the Government expenditure on collegiate education is seen to have increased by Rs. 13,000, and the total expenditure by Rs. 21,000. The increase of Rs. 22,000 under secondary instruction is due partly to the progressive increments in the salaries of subordinate officers under the new gradation system, and partly to the large sums spent out of surplus balances compared with the previous year. The increase of Rs. 26,000 in the expenditure on primary instruction is satisfactory, as showing that the primary grant has been more exclusively devoted to its original object. Under special instruction, the increase is due partly to the expenditure on the Art Gallery, as above explained, and partly to the transfer to "Education" of the cost of the Dehree Artisan School.

21. The following table sums up the statistics of attendance and cost in all classes of schools for general instruction, Government aided, and unaided :—

Class of Schools.	Number of schools.	Average roll number throughout the year.	Average daily attendance.	Percentage of attendance on roll number.	Average yearly cost per pupil.		Percentage of Government cost on total cost.
					To Government.	Total.	
High English Schools—		(Nearest whole number.)			Rs. A. P.	Rs. A. P.	
Government	48	268	218	81·3	10 0 6	33 11 3	29·8
Aided	98	120	93	77·5	6 2 8	30 4 4	20·4
Unaided	72	210	172	82	.....	20 15 5	.....
Total High English Schools	218	182	146	80·2	.....	.....	.....
Middle English Schools—							
Government	10	105	82	78·1	18 9 11	32 9 10	57·1
Aided	455	56	43	76·7	5 3 9	15 12 8	33·2
Unaided	123	46	37	80·4	.....	7 2 11	.....
Total Middle English Schools	588	55	42	76·3	.....	.....	.....
Middle Vernacular Schools—							
Government	172	51	40	78·6	5 11 11	9 3 7	62·3
Aided	769	47	36	76·6	2 12 11	7 10 9	36·6
Unaided	87	49	37	75·5	.....	5 6 6	.....
Total Middle Vernacular Schools	1,028	48	37	77·1	.....	.....	.....
Lower Vernacular Schools—							
Government	9	30	19	63·3	3 13 4	3 14 9	98
Aided	1,632	32	26	81·2	1 11 0	3 10 5	46·2
Unaided	60	38	30	78·9	.....	3 2 6	.....
Total Lower Vernacular Schools	1,701	32	26	81·2	.....	.....	.....
Primary Schools—							
Government	10	24	17	70·8	6 6 10	6 8 3	99
Aided	35,992	15	13	86·6	0 8 11	2 8 10	22
Unaided	5,697	12	11	91·6	.....	2 2 8	.....
Total Primary Schools	41,699	15	12	80	.....	.....	.....

22. Except high English and middle vernacular schools, the number of Government schools is small. There are in fact only ten middle English and 19 lower vernacular Government schools, the circumstances being in each case exceptional. The somewhat greater cost of each pupil in Government high schools compared with aided, is justified by the greater efficiency of the former class as tested by the Entrance Examination. The amounts contributed locally in the two classes of schools are nearly the same, namely, in Government schools Rs. 23-10-9 for each pupil; in aided schools, Rs. 24-1-8. The high cost of each pupil in Government middle English schools arises from the inclusion under this head of the Railway school at Kurseong for Europeans, and the schools for Mugs and Chakmas in the Hill Tracts of Chittagong; all these being boarding schools. The Government middle vernacular schools are model schools distributed all over Bengal, and situated in backward tracts in which the people are not yet prepared to pay highly for education.

A few of these model schools are of the lower vernacular class, in parts of the country which are even less advanced. The primary schools are chiefly those in the Mymensingh district, which are kept up for the benefit of the semi-civilised races occupying the skirts of the Garo Hills. In these last two classes hardly any fees can be levied, and Government practically pays the whole cost.

In the three highest classes of schools, the daily attendance varies between 76 and 82 per cent. of the monthly roll-number. It is difficult to raise the attendance, all causes of absence being taken into account, in unhealthy as well as in healthy districts, above 80 per cent.; but that is a rate which is generally attainable, and below which school managers and inspecting officers should not be content to let the attendance fall. Attendance is one of the best tests of organization and discipline. That the attendance in unaided primaries should be returned as over 90 per cent. is only an indication that the registers in such schools are not kept with that accuracy which we know to prevail in (say) Government high schools. Nor again is it possible to believe that in aided primaries the daily attendance can be as high as 86 per cent., or anything approaching to it. In fact, it is only in schools of the higher classes that registers of attendance have any value whatever. To insist on such registers being kept, as we are now doing almost universally, is a measure designed more for the education of primary teachers in the elements of school organization, than with the expectation that the returns which they furnish will, for the present at least, have any statistical value.

The general character of the Bengal primary system is best indicated by the fact that each pupil costs Government 9 annas a year out of a total of Rs. 2-9. The schools are therefore essentially village schools, maintained by the people for the people, with some moderate support from Goverment.

23. The proportion of Hindus to Mahomedans in schools of all classes is shown below:—

		Hindus.		Mahomedans.	
	Total number of pupils.	Number of pupils.	Percentage of pupils.	Number of pupils.	Percentage of pupils.
Arts colleges	(a)2,068	1,915	92·6	94	4 5
High English schools ...	43,170	36,758	85·1	3,603	8·3
Middle „ „ ...	37,565	29,659	78 9	4,351	11·5
Middle vernacular „ ...	56,347	48,166	85·4	7,510	13·3
Lower „ „ ...	66,384	54,444	82 0	9,967	15 0
Primary „ ...	708,961	538,525	75 9	156,843	22 1
Professional colleges ...	742	603	81·2	21	8
Technical schools (excluding madrasahs, toles, and maktabs) ...	1,513	919	62 7	195	13 3

(a) Excluding those in unaided colleges.

In all schools taken together the number of Mahomedan pupils has increased during the year from 18½ to 20 per cent. of the total. The increase is greatest in primary schools, in which, out of 108,000 new pupils, 31,000 are Mahomedans. In English schools also the proportion of Mahomedan pupils is greater than the year before; while in colleges for general education it is less. In colleges for professional instruction the proportion has diminished, there being now only one Mahomedan in the Engineering, and none in the Medical College; but in technical schools there is a considerable increase.

24. The number of pupils in aided and unaided schools is here shown for each division in two successive years:—

Division	Population.	Pupils on the 31st March 1880		Pupils on the 31st March 1881	
		In aided schools.	In unaided schools.	In aided schools.	In unaided schools.
Calcutta	429,535	10,732	. ...	11,275	9,829
Presidency ...	7,311,967	98,817	24,613	96,206	32,885
Burdwan	7,601,661	178,443	13,940	199,947	18,898
Rajshahye ...	7,377,003	46 265	15,627	44,026	5,131
Dacca	7,592,932	90,296	10,140	78,186	14,953
Chittagong ...	3,441,874	16,040	1,379	59,487	1,885
Patna	13,122,743	82,986	27,437	112,707	20,405
Bhagulpore ...	7,289,784	58,579	1,361	77,069	698
Chota Nagpore ...	3,147,699	24,807	2,530	26,282	3,191
Orissa	3,162,490	69,734	10,385	67,142	13,684

GENERAL SUMMARY.

25. The advancement of each division is shown by the number of pupils in different stages of instruction, as in the following table:—

Division.	Upper stage.	Middle stage.	Primary stage.	
			Higher section.	Lower section.
Burdwan	1,871	18,037	92,221	111,226
Calcutta	2,304	9,983	5,936	5,683
Presidency	1,462	13,571	46,505	68,936
Rajshahye	377	5,800	22,576	26,481
Dacca	1,194	11,364	32,288	51,763
Chittagong	317	3,429	14,678	44,494
Patna	768	5 481	53,872	78,087
Bhagulpore	261	2,685	29,496	48,082
Orissa	161	2,558	38,986	40,681
Chota Nagpore	118	1,588	11,179	18,071
Total ...	8,833	74,496	347,737	493,504

II.—CONTROLLING AGENCIES.

CONTROLLING AGENCIES.

26. There has been no change in the staff of superior inspecting officers during the date of the last report. Baboo Bhoodeb Mookerjee, C.I.E., has been in charge, throughout the year, of the Western and Behar circles. His coadjutors in the work of inspection have been Baboo Radhanath Rai, Joint-Inspector of Orissa, Baboo Brohmo Mohun Mullick, Assistant Inspector of Burdwan, and Baboo Radhika Prasanna Mookerjea, Assistant Inspector of Bhagulpore. Mr. Garrett returned from leave soon after the beginning of the year, and resumed charge of the Presidency Circle. The division of Chota Nagpore, which forms part of the same circle, has been under the immediate supervision of Baboo Bireswar Chakravarti, Assistant Inspector. Dr. C. A. Martin has been Inspector of the Eastern Circle throughout the year, and Baboo Dinonath Sen, Joint-Inspector of Chittagong. Mr. Stack has been in sole charge of the Rajshahye Division. From the Joint and the Assistant Inspectors, the Circle Inspectors and myself have received active co-operation and assistance, and all have furnished me with careful and business-like reports of the year's work, from which I have derived many suggestions of general value, apart from the detailed information which they contain with regard to the progress of education.

27. The duties of the controlling officers of the Department are distributed in the following manner. The Director is responsible to Government for the state of education of every kind—collegiate, secondary, and primary Collegiate instruction is under his immediate control; secondary and primary education under that of the Circle Inspector and the Magistrate respectively. The Circle Inspector is the chief local administrative officer of the Department, who is immediately responsible for the state of secondary education, and is also required to watch and report on the progress of primary schools. Like all other officers of the Department, his advice and assistance are at the service of the Magistrate for the advancement of primary education. The Joint-Inspector occupies within his division the position of a Circle Inspector, subject to certain limitations of authority with regard to appointments in schools and the distribution of grants-in-aid, which the Circle Inspector retains under his own control. An Assistant Inspector's duties are not closely defined. He is the Circle Inspector's assistant, and his duties may, under the latter officer's instructions, extend over the whole field traversed by a Joint-Inspector, or may be limited to certain departments of work; but he has not in any case the independent authority of that officer. The Magistrate, with whom the District Committee is associated as a consultative body, is immediately responsible for the state of primary education, and is charged with the administration of the primary grant and the award of primary scholarships. He is also an *ex-officio* visitor of schools of every class in his district; and he is empowered, and indeed invited, to offer to any educational officer, whether Inspector or Director, whatever criticisms or suggestions he may think called for. The functions of the District Committee relate to the supervision of the zillah school, so far as regards its finances and discipline, the maintenance of the building, the attached hostel, and other questions which can conveniently be dealt with by a committee on the spot. The Deputy Inspector is the local educational officer charged with the immediate supervision of schools of all classes in his district, with the single

exception of the zillah school, which is placed, as regards the appointment and promotion of teachers, and the arrangement of classes and studies, under the control of the Circle Inspector. The Deputy Inspector is therefore subordinate to the Magistrate as regards primary, and to the Circle or Joint-Inspector as regards secondary education. But he is, under present orders, more closely concerned with secondary schools, his responsibility for the condition and progress of which has lately been clearly enforced; and his duties with regard to primary schools are limited to general supervision and control, and to seeing that the orders issued to him by the Magistrate are carried out by the Sub-Inspectors. The last-named officers chiefly supervise primary education; and they conduct the examinations of primary schools, whether for rewards or for scholarships, under the Deputy Inspector's orders. In some cases, however, they are empowered to visit grant-in-aid and other secondary schools, and to report on their condition to the Deputy or sometimes to the Circle Inspector. CONTROLLING AGENCIES.

28. The operations of the Department have increased so enormously of late years as to relax to some extent the hold of the controlling staff upon the schools. The appointment of Assistant Inspectors was a measure of the utmost value; and I have little doubt that an increase in their number, as anticipated in the Government Resolution of 29th July 1878, by which the appointments were created, would be attended with equal advantages. The Presidency Inspector, for example, has the Presidency and Chota Nagpore divisions under his control; and although the appointment of an Assistant Inspector for Chota Nagpore has afforded him very great relief, yet the immediate supervision of the high schools with which the districts around Calcutta abound, and in addition to that and to considerable office-work, the special supervision and detailed examination of the European schools, not only in Calcutta, but all along the East Indian Railway from Howrah to Buxar, furnish a mass of work which taxes to the utmost the energies of a most energetic officer. In reference to the large amount of inspection work left undone in his circle, Mr. Garrett has strongly represented to me his need of further assistance, and a special application to that effect will shortly be submitted to Government. It is necessary to refer to it here, in consideration of the fact that some district officers have urged the need of further attention being given by the Presidency Inspector to the schools in their districts.

29. Again, the rapid development of primary education in recent years has had the effect of converting Sub-Inspectors into central examiners. The schools within each officer's sub-division are now too numerous to allow of his examining them *in situ*, which was the object for which he was originally appointed, and in the absence of which the schools cannot improve to the extent that might otherwise be secured. Prevention is in all cases better than detection; but when left to themselves, schools of the class that we are now considering are necessarily confirmed in whatever radical faults of discipline or method they may be suffering from; and even when these faults are made manifest by the results of examination, and are pointed out to the teachers, the precepts then given, if they are to be of use, ought to be followed up by practical lessons among the guru's own pupils, and in his ordinary surroundings. It is to this cause that we must ascribe the fact that, though the standard of instruction in primary schools progresses, it does not progress at an equal rate with the extension of its area. I have already referred to this subject in detail in a letter which I have separately addressed to Government in relation to primary education, and the subject requires no further notice in this place.

30. A special difficulty which attended the operations of the year under report, lay in the demands made by the Magistrates upon the services of the district inspecting staff, during the best months of the year, for the purposes of the census. From every quarter I received complaints that the Deputy and Sub-Inspectors were withdrawn from their proper duties, and transferred more or less exclusively to census work. I placed myself from time to time in communication with the Magistrates concerned, with the Deputy Superintendent of the census, and with the Secretary to Government in charge of that Department; with the result that in every case the departmental officers were instructed to withdraw their objections, and to co-operate to the utmost with the district officers in the furtherance of that most important work,—a work in the successful prosecution of which the department of education is

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most closely interested. The transfer of inspecting officers to these duties has, moreover, not been without direct departmental advantages, in the discovery of large numbers of unaided schools which have thus been brought upon the returns. I have been favoured by Mr. Bourdillon with an early statement of the district totals of population, which have enabled me, in a subsequent paragraph of this report, to enter in some detail into the question of the comparative spread of popular education in different districts. I have also been gratified to receive from many Magistrates cordial acknowledgments of the zeal and ability which departmental officers have shown, and by which they have contributed in no small degree to the success of the census operations. It is incumbent on me to add, however, that some officers have been charged with making each set of duties a pretext for the neglect of the other; but having regard to the exceptional circumstances of the case, and to the fact that increased work was undoubtedly thrown by the census upon inspecting officers, their shortcomings in this respect have been generally treated with leniency.

31. It has been stated that, under recent orders of Government, the Deputy Inspector's responsibility for the state of secondary education has been clearly defined. In my last annual report I stated that Inspectors would be asked to furnish a statement of the secondary schools visited by Deputy Inspectors. This information has now been generally supplied. In the Burdwan Division, 111 visits were paid on an average by each Deputy Inspector to secondary schools; but the number varied from 30 in Midnapore and 68 in Beerbhoom, to 158 in Burdwan and 204 in Bankoora. In the Presidency Division the average number of inspections was 156, without any wide variations between one officer and another. The Inspector, Mr. Garrett, is not quite satisfied with the amount of work done, although the average is in fact higher than that found in any other division; at the same time he admits the demands made upon the Deputy Inspectors by census work and work at headquarters, and states that everything which he specially called upon them to do was done most thoroughly. In Rajshahye the average of 95 varied from 47 in Pubna to 106 in Bogra and 100 in Dinagepore. The Inspector, Mr. Stack, condemns in strong terms the carelessness and neglect of orders of which the Deputy Inspector of Pubna has been guilty; and I have lately transferred him to Dinagepore. In the Dacca Division the average was 126, varying between 99 in Furreedpore and 181 in Dacca. The Inspector, Dr. Martin, states that he has been well satisfied with the zeal, tact, and ability displayed by his Deputy Inspectors, one and all, during the year. In Chittagong the Deputy Inspector of Tipperah saw 58 secondary schools, while the Deputy Inspector of Noakholly saw 124, and that during a year in which a good deal of his time was taken up in introducing a system of payment-by-results for primary schools. In the other divisions of Bengal secondary schools are not so abundant. It should, however, be noticed that while in Monghyr 148 visits were paid to secondary schools, the Deputy Inspector of Bhagulpore paid only two visits during the whole year,—a result which the Assistant Inspector, Baboo Radhika Prasanna Mookerjea, attributes to the employment of the Deputy Inspector of Bhagulpore, along with all his staff, on census duty throughout the whole year. Amid the variations above noted, it will be observed that it is not always those districts in which primary education is most advanced, that secondary schools have received least attention. Monghyr and Bhagulpore, for example, are on a par as regards the spread of primary education, and the advantage, if any, rests with Monghyr; yet the Monghyr Deputy Inspector managed to find time for the inspection of his secondary schools. Again, in Burdwan and in Bankoora primary education has received the same development as in Midnapore; yet the secondary schools in the two former districts were inspected six times for once in the latter. What may be affirmed, however, is that, in spite of exceptions here and there, secondary schools are receiving much more attention now than they have had at any time since 1872, from which the present development of primary instruction dates. It will probably be sufficient to have drawn attention to the facts which I have noted, although it perhaps needs inquiry whether the office-work now devolving upon Deputy Inspectors cannot be reduced.

32. It may be urged that the number of visits paid is no measure of the efficiency of the supervision exercised over secondary schools; and this is no doubt

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true within limits. For example; in the first place, the number of visits paid may be multiplied by frequent inspection of the schools near head-quarters or on high roads, the more distant and inaccessible schools being left out in the cold. This is provided for by requiring the officers to state the number of times that each school has been visited, and how many have been left altogether uninspected. But, secondly, the inspecting officers have more to do than merely to record the fact that they have visited a school. In my last annual report I gave an account of the quarterly return which Deputy Inspectors had been called upon to submit to Inspectors. The return is intended to supply each Inspector, in a convenient form, with concise details of the state of the schools in each district, and of the work done by his officers It shows at a glance for each school the number and attendance of pupils, the date of inspection, the sources of income, the names and qualifications of the teachers, the organization and proficiency of the classes, the house accommodation, the state of the furniture, books, and maps, and the discipline of the school. Baboo Dina Nath Sen, the Joint-Inspector of Chittagong, has greatly elaborated the form of return, and claims for his method thoroughness and other advantages; but it is perhaps doubtful whether anything is gained by multiplying the heads under which information is required, that in any way corresponds to the time occupied, either by the inspecting officer in examining into and writing out these details, or by the reviewing officer who may have to take action on them. A simple return that has the merit of being workable is better than a more ideally complete one, which will in all cases either not be written up, or not read. This reservation being made, I quite agree with the Joint-Inspector's remark that the inspection returns "constitute a very interesting history of the improvement or deterioration of each individual secondary school"

33. Mr. Garrett calls attention to a question connected with local self-government, which is important enough to be quoted at length:—

"Under this head I will say a few words on a point in which, in my opinion, the grant-in-aid system has signally failed. An essential part of this system is the local control of the Committee of management. Now as a matter of fact, with the exception of some few schools exceptionally situated and circumstanced, the system as at present in force is one either of purely official management or of the autocratic control of a Secretary. The functions and obligations of the local management are (*a*) to carry on the school in accordance with the rules and regulations, and under the inspection, of the Education Department; (*b*) to provide adequate school-room for the children for whom the school is required; (*c*) to appoint a sufficient staff of teachers subject to the regulations of the Education Department as to qualifications and character; (*d*) to visit the school from time to time; (*e*) to exact payment of fees from the scholars whose parents can afford to pay them, and to raise local subscriptions to supplement any deficiency of income from fee receipts alone; (*f*) to submit annually the returns required by the Education Department; (*g*) to audit the monthly accounts submitted by the Secretary to the Inspector of Schools. I say confidently that there is not a single school in this division, the committee of which perform these functions or fulfil these obligations with anything like efficiency, and very few in which even a pretence is made by the Secretary of consulting the committee at all. In all but a few cases a list of names is furnished to the department of persons willing to serve on the Committee of management, and a stamped undertaking is signed by them, in which, however, these obligations are not given in detail; while one of their number is formally deputed to conduct their correspondence with the Government Inspector. The Inspector on his part is bound under the rules to interfere as little as possible with the local management of the schools, while he sees that the instruction is efficient, and that the conditions of the grant are fulfilled. This is the theory: the practice is very different. The naming of a committee is a mere form required by the department, and the Secretary would in most cases resent any interference from any of the other members. He is generally some leading man in the village, and he does not choose that any lesser personage should share the glory of the school patronage. If ever he appeals to the committee, it is to save appearances in some correspondence with the Inspector, or to marshal them against some audacious individual who has ventured to call his autocracy in question: on such occasions the committee come forward for a moment and record their *apka-hukum* votes. I have already said there are a few exceptions. In zilla stations, sub-divisional head-quarters, and in a few of the larger and more advanced centres there is more independence, and the committee is less of a sham; but generally even in them a Deputy Magistrate or a Moonsif or the zemindar treats the school as in the main his private property. I do not propose here to offer suggestions for improving this state of things; but it is right that it should be clearly understood that the local committees under the grant-in-aid system have not as yet realised the expectations of its framers, any more than other forms of local self-government have satisfied those who originated them."

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All this is perfectly true; but at the same time it does not appear that any measures of reform are imperatively called for. If the local man of influence undertakes and discharges the duties connected with the school, the requirements of education are satisfied, even though the principle of self-government be lost.

III.—UNIVERSITY EDUCATION.

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34. The Government colleges numbered twelve, or one more than in the previous year; the Bethune School for girls having now been affiliated to the University. Seven of these are of the first grade, teaching the full course for the B. A. degree, namely, the Presidency, Hooghly, Kishnaghur, Dacca, Patna, Ravenshaw, and Rajshahye Colleges. The remaining five are second grade colleges, teaching to the standard of the First Arts Examination. Aided colleges are five, the Cathedral Mission College having been closed by its managers at the end of 1880. Of these, three teach the full course; while the Doveton and the London Mission Colleges teach up to the First Arts Examination only. There is an addition of one to unaided colleges, the City College in Calcutta having been established under the management of a committee of native gentlemen. The Metropolitan Institution is the only unaided college of the first grade.

35. The following statement gives the usual returns of attendance and expenditure:—

Statement of Attendance in Colleges for General Education.

Colleges—General.	Monthly fee.	Number on the rolls at the end of the year.				
		1877.	1878.	1879.	1880.	1881.
Government—	Rs.					
Presidency College	12	309	329	349	336	344
Sanskrit „	5	34	36	35	34	54
Hooghly „	6	163	208	180	155	194
Dacca „	6	128	120	140	187	257
Kishnaghur „	5	114	105	79	75	80
Berhampore „	5	37	39	26	20	33
Patna „	6	107	108	114	149	162
Ravenshaw „ Cuttack	4	36	39	36	31	40
Rajshahye „	3	30	41	59	66	63
Midnapore „	5	18	17	21	23	15
Chittagong „	.....	17	15	13	10	13
Bethune Girls' School	.....	.....	.....	.....	.....	5
Total ...	.....	991	1,066	1,058	1,086	1,260
Aided—						
General Assembly's College, Calcutta	5	219	333	296	361	501
Free Church College, Calcutta	5	102	99	98	09	145
St. Xavier's „ „	5	82	105	94	86	84
Doveton „ „	5	12	18	22	27	28
London Mission College, Bhowanipore	5	51	60	57	47	50
Cathedral Mission College	5	90	86	73	63	.....
Total ...	.....	556	701	640	653	808
Unaided—						
La Martiniere, Calcutta	.....	.....	.....	8	4	20
Metropolitan Institution, Calcutta	.....	230	220	248	328	380
Baptist Mission College, Serampore	.....	5	.....	.....	9	.....
City College, Calcutta	.....	.....	.....	.....	.....	58
Total ...	.....	235	220	256	341	458
Grand Total ...	.....	1,775	1,987	1,954	2,080	2,526

Statement of Expenditure in Colleges for General Education.

Colleges—General.	Number on the rolls on the 31st March 1881.	Average monthly roll number.	Average daily attendance.	Expenditure in 1880-81. From State funds, &c.	Expenditure in 1880-81. From fees, &c.	Expenditure in 1880-81. Total.	Cost per annum of each student.* From State funds, &c.	Cost per annum of each student.* From fees, &c.	Cost per annum of each student.* Total.
Government—							Rs. A. P.	Rs. A. P.	Rs. A. P.
Presidency College	344	313	280	63,289	46,285	1,09,577	202 3 2	147 14 0	350 1 2
Sanskrit „	54	40	36	17,226	1,293	18,519	430 10 4	32 5 3	462 15 7
Hooghly „	194	167	135	26,922	12,013	38,935	161 3 4	71 14 11	233 2 3
Dacca „	257	172	160	19,287	13,331	32,618	112 2 2	77 8 1	189 10 3
Kishnaghur „	80	71	53	26,026	5,695	32,321	375 0 2	80 3 5	455 3 7
Berhampore „ ...	33	18	13	14,702	1,155	15,857	816 12 5	64 2 8	880 15 1
Patna „ .	162	137	117	36,206	10,472	46,678	264 4 5	76 7 0	340 11 5
Ravenshaw „ Cuttack .	40	31	27	9,907	6,266	16,173	319 9 3	202 2 1	521 11 4
Rajshahye „	63	62	53	1,879	13,462	15,341	30 4 10	217 2 1	247 6 11
Midnapore „	15	18	15	2,077	4,190	6,267	115 6 3	232 12 5	348 2 8
Chittagong „	13	10	9	4,626	424	5,050	462 9 7	42 6 5	505 0 0
Bethune Girls' School ...	5	2	1	1,478	322	1,800	572 2 0	124 9 8	696 11 8
Total ...	1,260	1,041	899	2,24,225	1,14,908	3,39,133	215 6 3	110 6 2	325 12 5
Aided—									
General Assembly's College, Calcutta	501	306	323	4,950	42,825	47,775	12 8 0	108 2 3	120 10 3
Free Church College, Calcutta	145	70	62	5,500	16,940	22,440	78 9 1	242 0 0	320 9 1
St. Xavier's „ „ ...	84	65	61	3,700	25,280	28,980	56 14 9	388 14 9	445 13 6
Doveton „ „ ...	28	27	23	3,000	1,900	4,900	111 1 0	59 4 2	170 5 11
London Mission „ Bhowanipore	50	48	31	2,400	10,797	13,197	50 0 0	224 15 0	274 15 0
Total ...	808	606	500	19,550	97,442	1,16,992	32 4 2	160 12 8	193 0 10
Grand Total ...	2,068	1,647	1,399	2,43,775	2,12,350	4,56,125	148 0 2	128 14 11	276 15 1

* Found by dividing the expenditure by the average monthly roll number.

36. From the first of the foregoing tables, it appears that there has been the unprocedented increase of 446, or more than 21 per cent., in the number of undergraduates in all colleges; in Government colleges an increase of 174, or 15 per cent., in aided colleges of 155, or 23½ per cent., and in unaided colleges of 117, or 34¾ per cent. It will be observed that while there are larger numbers in almost every college, the greatest increase has been made in the case of the Dacca College amongst Government colleges, and in the Free Church and the General Assembly's Colleges in the aided list; also that the Metropolitan Institution now stands second only to the General Assembly's in point of numbers. In 1874 the number of students in all colleges was 1,083; in 1881 it is 2,526.

37. The general movement of college students was as follows:—Of 1,184 candidates in Bengal who passed the Entrance Examination in December 1880, 1,018 joined the first-year classes of colleges for general instruction in January 1881, besides 14 who joined the Civil Engineering College in March, making a total of 86 per cent., who continued their studies in the University. The corresponding admissions in 1880 and 1879 were 729 out of 768 students, and 671 out of 755. The 711 first-year students of Arts Colleges in 1880 formed the second-year classes of 1881; and their numbers were increased to 854 by the re-admission of unsuccessful students at the First Arts Examination of 1880. The second-year students of March 1880 numbered 850; and of these 834, besides six teachers, presented themselves at the First Arts Examination of the following December. Of the 320 who passed, 289 form the present third-year classes of first-grade colleges in Arts, and 24 joined the Medical College in June. The 232 third year students of 1880, together with 51 candidates rejected at the B. A. Examination of January 1881, now form the fourth-year classes in Arts Colleges of the first grade. Finally, 266 candidates (in addition to 29 teachers) presented themselves at the B. A. Examination of January 1880, and 126 passed; of whom 57 are now reading in first-grade colleges for the M. A. degree, against 52 in the preceding year. The figures confirm the experience of past years, and show that of the successful candidates at the Entrance Examination about 90 per cent. become members of Colleges; that almost all who pass the First Arts Examination read on for the degree; and that about half of those who take their degree continue to study for the M. A. Examination.

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38. Again, of 834 candidates at the First Arts Examination in December 1880, 320 passed; of the 514 unsuccessful candidates, 143 were re-admitted into the second-year classes of 1881 at the beginning of the session, while others will, as usual, be re-admitted later in the year. More than half, however, of the unsuccessful students discontinued their studies, and tried to obtain employment. In the same way, of the 140 who failed at the B. A. Examination in January 1881, only 51 were re-admitted to the fourth-year classes at the beginning of the present session, though others will probably join during its course. These two classes of unsuccessful candidates form a large proportion of the candidates for employment in the educational and other departments of Government service.

39. The increase in the numbers attending the Arts Colleges is found in the first, third, and fourth-year classes, in the proportion, roughly, of 6, 1, 1. The large increase in the first-year classes is owing to the exceptionally large number of students passing the Entrance Examination in December 1880, as shown in a preceding paragraph, the percentage of successful candidates being 58 last year against 38 in 1879. Similarly, the increase in the third-year classes is explained by the large number passing the First Arts Examination in December 1880, as compared with the number in 1879, the percentage being 38 in 1880 against 28·7 in the latter year. The increase in the fourth-year classes arises in the same way from the fact that a much larger number of candidates passed the First Arts Examination in 1879 than in the previous year. Again, a large number of unsuccessful students at the B. A Examination of 1880 were re-admitted to Arts Colleges in the following January; a fact which is explained by the great demand for high education, and the consequent depreciation in the relative value of University certificates below that of the B. A. degree.

40. Comparing the table of expenditure with that of the preceding year, the total cost of each student in Government colleges, as determined by the average monthly roll number, has slightly declined from Rs. 328 to Rs. 325, the State share rising from Rs. 213 to Rs. 215, and the contribution from private funds declining from Rs. 113 to Rs. 110. In aided colleges, on the other hand, the total cost of each student has been reduced from Rs. 220 to Rs. 193, the cost to the State being Rs. 32 instead of Rs. 42, and the payment from private funds being Rs. 161 instead of Rs. 178. Of the Government colleges, the Sanskrit College and those at Rajshahye and Dacca show a decrease in the cost of each pupil to the State; all the rest show an increase. In the total cost of each pupil all show an increase, except the same three colleges. The explanation of this general increase in the cost per pupil, in spite of the large numbers attending the colleges, will be found in the two first columns of the expenditure table, in which the average attendance is returned as only 1,647 out of 2,068. The simple meaning of this is that the average attendance returned for each year corresponds to the number on the rolls, not in that year, but in the year before; since the number of pupils does not greatly vary up to the close of the session. Throughout 1880 the average attendance was only 1,566; and hence, though the number on the rolls on the 31st March 1881 rose to 2,068, the average attendance for the year is much less, and the cost consequently high. Thus the high rate for each student in the Berhampore College, notwithstanding the reduction of Rs. 300 a month in the pay of the Principal, and subsequently of Rs. 300 a month in that of the Professor of Mathematics, is explained by the fact that for nine months of the year there were only 20 students on the rolls. With the new session, the number rose at once to 33, and the full effect of the reductions that have been made in the cost of this hitherto most expensive college will not be manifest until next year.

41. The total expenditure upon collegiate education has decreased from Rs. 4,58,432 in 1879-80 to Rs 4,56,125 in 1880-81. The decrease of Rs. 2,307 has been caused by an increase of Rs. 9,315 in the expenditure from State funds, coupled with a decrease of Rs 11,622 in the expenditure from private funds. This falling off in the amount of private funds is due to the closing of the Cathedral Mission College, which returned Rs. 17,592 under the head of "Expenditure from fees, &c.," in the previous year. The returns of the Doveton College are also apparently fallacious; since they show expenditure from private sources of only Rs. 1,600, against Rs. 5,040 last year, to meet the Government contribution of Rs. 3,000 in each year. There is an increase in

the State expenditure on Government colleges of Rs. 12,083. This increase is spread over seven of the colleges, being nearly Rs. 7,500 in Patna and Rs. 4,000 in the Presidency; in Dacca, Berhampore, Rajshahye, and Midnapore the expenditure is less. The excess in Patna is due mainly to a special grant of Rs. 5,000 for scientific apparatus. The Bethune college-classes for girls involved an expenditure of Rs. 1,800.

42. UNIVERSITY EXAMINATIONS.—Comparing the figures of the First Arts Examination with those of the previous year, we find that, in the earlier examination, of the 864 candidates from colleges 261 passed, or 29 per cent. nearly; 32 per cent passing of candidates who appeared for the first time, and nearly 27 per cent. of the unsuccessful candidates of previous years; while at the examination in December 1880, of 813 candidates 311 passed, or 38 per cent., as many as 48·8 passing of candidates appearing for the first time, and 30 per cent. of those who had previously failed. Comparing in the same way the figures for the B. A. Examination in 1880 and 1881, we find that, in the earlier examination, of the 248 candidates from colleges 90 passed, or 36⅓ per cent.; the percentage among candidates who appeared for the first time being 37½, and 31¼ among the unsuccessful candidates of former years; while in 1881, of 275 candidates 126 passed, or 43 per cent., 51 per cent. passing of candidates appearing for the first time, and 40 per cent. of the unsuccessful candidates of previous years. The improvement shown in the proportion of successful candidates among those who had previously failed, which was remarked in last year's report, continues to be satisfactory. As to the great improvement in the number of successful candidates appearing for the first time, it is to be explained for the most part by the general superiority of those candidates as a body. The examinations in 1878 had been very strict, and had let through only a select number. A high average of excellence has a natural tendency to raise the standard unduly; a tendency which appears, however, to have been successfully checked by the Moderators recently appointed by the University with the object of maintaining uniformity in the standard from year to year.

43. FIRST EXAMINATION IN ARTS.—The following table gives the particulars of the examination. The number of second-year students in March 1880 was 850, and of these 813 (together with 25 teachers and two students specially admitted) appeared at the examination of the following December:—

First Arts Examination, December 1880.

COLLEGES.	Candidates examined.	NUMBER PASSED IN THE—			Total.
		First division.	Second division.	Third division.	
Government—					
Presidency College	101	11	19	19	49
Sanskrit ,,	17	2	3	3	8
Hooghly ,,	64	2	8	13	23
Dacca ,,	75	3	9	23	35
Kishnaghur ,,	29	.....	3	6	9
Berhampore ,,	7	.....	.....	1	1
Patna ,,	62	.....	8	13	21
Ravenshaw ,,	11	1	3	4	8
Rajshahye ,,	26	.....	4	7	11
Midnapore ,,	12	.....	1	2	3
Chittagong ,,	6	1	1	3	5
Bethune School (college classes)	1	.....	.....	1	1
Total	404	20	59	93	174
Aided—					
General Assembly's College	175	2	14	41	57
Free Church ,,	31	1	2	4	7
St. Xavier's ,,	9	.....	1	1	2
Doveton ,,	15	1	2	6	9
London Mission ,,	24	.....	2	4	6
Cathedral ,, ,, (abolished)	13	1	.....	2	3
Total	267	5	21	58	84
Unaided—					
LaMartiniere College, Calcutta	1	.....	1	.....	1
Metropolitan ,,	137	4	19	25	48
Serampore ,,	4	.....	3	1	4
St. Paul's School, Darjeeling	1	.....	.....	.....	.....
Free Church Normal School	1	.....	1	.....	1
Total	144	4	24	26	54
Teachers	25	.....	1	7	8
GRAND TOTAL	840	29	105	186	320

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44. An inspection of this table shows that Government Colleges passed 43 per cent. of their candidates, against 32½ per cent. in 1879, and 35 in 1878; aided colleges 32 per cent., against 28½ in 1879, and 26 in 1878; and private colleges 37 per cent., against 28 in 1879, and 20 in 1878. Again, of the candidates from Government colleges one in 20 was placed in the first division, against one in 30 in 1879; of candidates from aided colleges one in 54, against one in 40 in 1879; and of those from private colleges one in 36, against one in 37 in 1879. The Presidency College as usual stands easily first, with 48½ per cent. of its candidates successful; then comes Dacca with 47 per cent., then the Metropolitan Institution with 35 per cent.; and then the General Assembly's, Hooghly, and Patna Colleges, each with about 33 per cent. The Chittagong College was very successful. Midnapore was the only one of the small colleges that did not do well.

45. The following table shows the religion of the candidates. The numbers passed in the previous year were 230 Hindus, 13 Mahomedans, 12 Christians, and six others.

First Arts Examination, December 1880.

	Number of candidates.	Numbers passed in the—			
		First division.	Second division.	Third division.	Total.
Hindus	... 764	25	92	169	286
Mahomedans ...	... 32	1	4	8	13
Christians	... 17	2	5	2	9
Others	... 27	1	4	7	12
Total	... 840	29	105	186	320

46. Upon the results of the First Arts Examination, 49 scholarships were awarded. The following table shows the colleges from which the successful candidates came:—

Senior Scholarships, January 1881.

Colleges.	First grade, Rs. 25 a month.	Second grade, Rs. 20 a month.	Total.
Government—			
Presidency College	5	6	11
Sanskrit „	1	...	1
Hooghly „	1	5	6
Dacca „	...	5	5
Kishanaghur „	...	2	2
Patna „	...	6	6
Ravenshaw „	...	3	3
Rajshahye „	...	3	3
Midnapore „	...	1	1
Chittagong „	...	2	2
Total ...	7	33	40
Aided—			
General Assembly's College	1	1	2
Free Church „	1	...	1
Doveton „	...	1	1
London Mission „	...	1	1
Total ...	2	3	5
Unaided—			
Metropolitan College	1	2	3
Serampore „	...	1	1
Total ...	1	3	4
Grand Total ...	10	39	49

47. The 10 scholarships of the first grade are open to general competition. Of these the Presidency College carried off five, as it did last year. The second grade scholarships are allotted to different districts and divisions, that is, except in the case of Calcutta, to certain colleges. It is therefore only in Calcutta that there is any competition between one college and another. Of the Calcutta scholarships the Presidency College carried off six, aided colleges three, and unaided colleges three.

48. The following table shows in which colleges the senior scholars elected to read :—

Colleges.	Scholars of the first grade.	Scholars of the second grade.	Total.
Government—			
Presidency College	7	9	16
Hooghly ,, ...	1	2	3
Kishnaghur ,, ...	...	2	2
Dacca ,, ...	...	6	6
Patna ,, ...	...	6	6
Ravenshaw ,, ...	...	3	3
Rajshahye ,, ...	...	1	1
Total ...	8	29	37
Aided—			
General Assembly's College	1	5	6
Doveton	...	1	1
Total ...	1	6	7
Unaided—			
Metropolitan College	1	4	5
Grand Total ...	10	39	49

Eighteen of the senior scholars chose the A or literature course for the B.A. degree, and 31 the B or science course. Last year 19 chose the A course.

49. B.A. Examination.—The following table shows the result of the examination held in January 1881 :—

B. A. Examination, January 1881.

Colleges.	Candidates examined.	Number passed in the— First division.	Second division.	Third division.	Total.
Government—					
Presidency College	85	6	10	21	37
Hooghly ,, ...	26	5	7	4	16
Kishnaghur ,, ...	10	...	1	2	3
Dacca ,, ...	14	1	6	3	10
Patna ,, ...	14	...	1	5	6
Ravenshaw ,, ...	4	...	...	1	1
Rajshahye ,, ...	6	...	...	1	1
Total ...	159	12	25	37	74
Aided—					
General Assembly's College	45	1	3	14	18
Free Church ,, ...	11	...	2	5	7
St. Xavier's ,, ...	4	...	...	2	2
Cathedral Mission ,, ...	9	1	1	1	3
Total ...	69	2	6	22	30
Unaided—					
Metropolitan College	38	...	1	15	16
Teachers	29	...	...	6	6
Grand Total ...	295.	14	32	80	126

50. As in previous years, the Government colleges met with the greatest share of success, passing 46½ per cent. of their candidates, against 45 in 1879 and 37 in 1878; while aided colleges passed 43 per cent., against 30 in 1879

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and 16 in 1878. The Patna, Ravenshaw, and Rajshahye Colleges did not do so well as in the previous year; the other Government colleges did better. All the aided colleges showed better results than in the previous year. The Metropolitan Institution sent up candidates for the first time, and passed 16 out of 38, all but one in the third division. Of the Presidency College students who were unsuccessful, 28 failed in mathematics, 19 in the science subjects, 14 in English, ten in philosophy, and eight in history. Of the eleven unsuccessful candidates from Hooghly, six failed in mathematics, six in botany, five in chemistry, four in physics, and three in English. In the other colleges there is nothing noticeable. Of the candidates from Bengal, 132 took the A course and 163 the B course, against 108 and 154 in the preceding year. Of those who chose the A or literature course, 32 per cent. passed, while 50 per cent. passed of those who took the B or science course. In the two preceding years the percentages were 21 and 27 for literature, and 29 and 40 for science. Of those successful in the literature examination, only one was placed in the first division and nine in the second; while in the science examination 13 were placed in the first, and 23 in the second division.

51. The religion of the candidates is shown in the following table. The same number of Mahomedans passed as in 1880. The Eshan University Scholarship of Rs. 45 a month, for the Hindu native of Bengal who stands highest in the list, was awarded to Aghor Nath Chandra of the Presidency College:—

B. A. Examination 1881.

	Number of candidates.	Number passed in— First division.	Second division.	Third division.	Total.
Hindus	271	13	29	76	118
Mahomedans	8	...	1	2	3
Christians	3	...	...	1	1
Others	13	1	2	1	4
Total ...	295	14	32	80	126

52. M. A. Degree Examination.—The number of candidates from Bengal for honours in Arts was 24, of whom 19 were successful; one being placed in the first class, ten in the second, and eight in the third. For the degree of M. A. there were 22 candidates, and ten of them passed. From the Presidency College eleven candidates went up for honours, and nine passed; in mathematics one in the first and three in the third class, in English one in the second and one in the third class, and in physical science one in the second and two in the third class. From the Sanskrit College one of two candidates secured second-class honours in Sanskrit. Of five candidates from Hooghly, all of whom were successful, two gained second-class honours in physical science, two second-class honours in English, and one third-class honours in mathematics. From Patna one student passed in botany in the second class. The General Assembly's College sent up four candidates for honours in English, of whom two passed in the second class; and one passed in English in the third class from the Free Church College. In the ordinary degree the Presidency College passed eight, chiefly in English and physical science; Dacca passed one in Sanskrit, and the Cathedral Mission College one in English.

College Reports.—The following accounts show the progress of higher education in the colleges affiliated to the University in Arts. The statistics of the Presidency College are given, as in previous years, in fuller detail than those of other colleges:—

53. *Presidency College.*—During the year under review the following changes took place in the instructive staff of the college. In June last Mr. Robson was transferred to the Patna College, and Baboo Prasanna Kumar Sarbadhikari, Officiating Principal of the Berhampore College, took his place at the Presidency. In July, on the return of Mr. Nash from furlough, Mr. A. C. Edwards was deputed to the Rajshahye College, and his place was filled by Mr. Rowe, who shortly after left for England in August. In August Mr. J. Eliot took privilege leave of absence for three months, and his duties devolved upon Mr. Booth. In the same month Mr. Webb returned from furlough. In

March Mr. Gough took furlough for two years, and was succeeded by Dr. Hoernle. Towards the end of that month the first-year class was divided into two sections, and Baboo Chandi Charan Banerjea, second master of the Hindu School, was appointed to take charge of part of the work of that class.

54. The subjoined table gives the numerical strength of the college on the 31st of March during the last four years:—

	1878.		1879.		1880.		1881.	
	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.
Honour class	11	. ..	16	.....	15	.... .	21	.. ...
Fourth-year class	65	9	70	1	80	5	75	2
Third ,, ,, ...	45	10	66	4	49	8	65	8
Second ,, ,, ...	123	30	120	10	111	37	78	31
First ,, ,, ...	85	.....	77	.... .	81	... ..	105	...
Total ...	329	49	349	15	336	50	344	41

It appears from the above table that there is an increase of eight in the number of regular students, and a decrease of nine in that of out-students, that is, students of other colleges who attend the college lectures in chemistry and physical science on the terms laid down by Government.

55. There is a slight decrease in the numbers of the fourth-year class, due to the small size of the third-year class of 1880. The large increase in the number of admissions to the third-year class is partly owing to the abolition of the Cathedral Mission College, and partly to the large percentage of successful candidates at the First Arts Examination. There is a great falling off in the numbers of the second-year class. This is partly owing to the students of the first-year class, who failed at, or were absent from, the annual college examination, having been refused promotion to the second-year class.

The first-year class this year is much larger than it has been during the last four years, owing to the large number of candidates passing the Entrance Examination.

56. The honour class contains seven graduate scholars, and is composed of 21 students, of whom six are studying English, eight mathematics, and seven physical science, for the next examination for honours. Arrangements are in progress for opening an honour class in history.

Of the 75 regular students that form the fourth-year class, 32 have elected the B course, and 43 the A course. Of the optional subjects which candidates for the A course take up at the B. A. Examination, namely, history, philosophy, and mathematics, four have elected philosophy and mathematics, and 39 history and philosophy. Of the 65 regular students composing the third-year class, 15 have taken up the A course and 50 the B course. Of the optional subjects in the A course, 14 have elected history and philosophy, and one philosophy and mathematics. The second-year class, in its two sections, is composed of 78 regular students. Of these 66 have elected chemistry and 12 psychology at the next F. A. Examination.

57. The first-year class was examined by the officers of the college; the result was fair. One student of this class was detected copying, and was turned out. No formal examination of the third-year class was held, as the professors reported favourably of the progress of the class.

The second-year class sent up 101 candidates to the First Arts Examination, of whom 49 passed, 11 being placed in the first division, 19 in the second, and 19 in the third. Two were absent, and one was expelled. Of the 49 candidates who were unsuccessful, 25 failed in English, 20 in the second language, 33 in history, 36 in mathematics, 36 in logic, 10 in chemistry, and five in psychology. Upon the result of this examination, five senior scholarships of the first grade, and six of the second grade, were awarded to the students of this college. The Gwalior gold medal was awarded to Mahendra Nath Ray, who stood first at the First Arts Examination. He also obtained the Duff University Scholarship for proficiency in mathematics.

From the fourth-year class 32 candidates were sent up to the B. A. Examination for the A course, and 53 for the B course. Of the A course candidates, three passed in the second division, four in the third, and five were absent.

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Of the 53 B course candidates, 30 were successful, six being placed in the first division, seven in the second, and 17 in the third. Twenty-three failed, and one was rejected for using unfair means. Of the unsuccessful candidates in both the A and B course sections, 14 failed in English, one in the second language, eight in history, 10 in philosophy, 28 in mathematics, 19 in scientific subjects, and two in the aggregate.

58. On the result of the B. A. Examination, the following students were elected foundation scholars, and they are reading for honours in the subjects mentioned opposite their names:—

1.	Aghor Nath Chandra	Physical Science.
2.	Barada Charan Mitra	English.
3.	Kali Pada Bose	Mathematics.
4.	Raj Mohun Sen	Ditto.
5.	Jadab Chandra Chakravarti	Ditto.
6.	Basanta Kumar Bose	Ditto.
7.	Sarat Chandra Mitra	Ditto.

Aghor Nath Chandra also obtained the Eshan and Vizianagram Scholarships, as well as the Herschel Medal for proficiency in dynamics and astronomy. The Haris Chandra Prize was awarded to Ram Nath Chatterjea of this college. The Radha Kanta University Gold Medal for proficiency in Sanskrit was awarded to Hari Har Lahiri, also of this college.

59. There appeared at the last Honour Examination 11 candidates from this college, of whom nine passed, a very good result. The classes obtained, and the subjects taken up, are as follows:—

Name.	Class.	Subject.
Bankim Chandra Mitra	Second	English.
Saroda Nath Bunnya	Third	Ditto.
Sures Chandra Chatterjea	First	Mathematics.
Nagendra Nath Ghose	Third	Ditto.
Jadu Nath Goswami	Ditto	Ditto.
Ram Nath Chatterjea	Ditto	Ditto.
Dwarka Nath Chakravarti	Second	Physical Science.
Ramani Mohun Chatterjea	Third	Ditto.
Behari Lal Sarkar	Ditto	Ditto.

Ten candidates from this college appeared at the last M. A. Examination, four taking up English, one mathematics, two philosophy, and three physical science. Three passed in English, one in mathematics, one in philosophy, and three in physical science. Two were unsuccessful.

The fee receipts during the year amounted to Rs. 46,286 against Rs. 46,867 in 1879-80. The gross expenditure was Rs. 1,09,577 against Rs. 1,06,206.

60. *Sanskrit College.*—The constitution of the Sanskrit College is detailed in the last year's report, and need not be repeated here. It is an Anglo-Sanskrit Institution, though it provides for the education of those who may wish to study Sanskrit exclusively. In regard to English, it teaches the same course as second-grade colleges, while Sanskrit teaching is carried to a point far above the course laid down for the M. A. Examination in that subject.

The numbers in the college department rose from 34 in March 1880, to 54 on the last day of the year under report; a result due to the extension to the college department of the privilege, hitherto confined to the school department, of allowing sons of *bonâ fide* pundits up to a certain number to read on reduced fees, and also to the success of the College at the First Arts Examination for the last few years. The difficulty of the special Sanskrit course prevents the College from being recruited from ordinary Entrance schools; while many students who pass the Entrance Examination from the Sanskrit Collegiate School enter other colleges. Of the 54 students, 18 are in the first year, 16 in the second, eight in the third, seven in the fourth, and five in the Honour class.

Sixteen candidates appeared at the First Arts Examination, and eight passed, two being placed in the first division, three in the second, and three in

the third. The college does not send up candidates for the B. A. Examination. Such of the students of the fourth-year class as appear at the B. A. Examination are sent up by the Presidency College, in which they learn their English subjects. Of the six students who went up for the last B. A. Examination three passed, one in the second division and two in the third. One was unable from sickness to attend the examination. Two candidates went up for the Honour Examination in Sanskrit, of whom one passed in the second division; the other was absent. The examinations of the first and third-year classes were held in December last by the officers of the college. The results were satisfactory.

The fee receipts were Rs. 1,293 against Rs. 1,229 last year, and the total expenditure Rs. 18,519 against Rs. 17,925.

61. *Hooghly College.*—On the retirement of Baboo Dwarka Nath Chuckerbutty, second master of the Hooghly Collegiate School, in March 1881, Baboo Haridas Ghosh was transferred from the Berhampore to the Hooghly College.

All the classes, especially the first year, have received an accession of students. The first-year class was examined by the college staff as usual in the months of May and November, and the third-year class in November. The results were satisfactory. Sixty-three candidates appeared at the First Arts Examination, of whom 23 passed; two in the first division, eight in the second, and 13 in the third. The result was nearly in accordance with the collegiate test examination held in October. Of the 63 candidates, 35 were regular students and 28 ex-students. Twenty out of the 35 regular students were successful, while only three out of the 28 ex-students passed, all being placed in the third division. The number of failures ranged from 22 in chemistry and 26 in mathematics to 28 in logic.

Twenty-six candidates went up for the B. A. Examination, of whom 18 were new and eight old students. Twenty-five out of the 26 took the B course, and only one took the A course. Sixteen passed; five in the first division, seven in the second, and four in the third, an unusually successful result. Fourteen out of the 18 new, and two out of the eight old students passed. Six failed in each of the two subjects of mathematics and botany, five in chemistry, four in physics, and three in English.

Two Laha graduate scholarships were awarded on the result of the B.A. examination,—one of Rs. 40 a month to Kanti Bhushan Ghosh, who also obtained the Thwaytes Gold Medal, and the other of Rs. 25 a month to Ganga Charan Chatterjea.

Five candidates, one of whom was a private student, went up for honours. All passed; two in physical science in the second division, two in English in the second division, and one in mathematics in the third division. One candidate competed for the M. A. degree in English, and failed. The Principal rightly observes that the college staff is too small to teach the Honour classes in different subjects of study. The total fee-income of the college was Rs. 12,013 against Rs. 11,430 of last year. The total expenditure was Rs. 38,935 against Rs. 36,935.

The number of boarders in the Mahomedan hostel fell from 90 to 75; a loss which the Principal ascribes to a panic caused by the outbreak of cholera. The cost of the Mahomedan hostel to Government was Rs. 192, in addition to the contribution of Rs. 1,840 from the Mohsin Fund.

The usual difficulty of preserving the water plants during the winter occurred this year also. The suction-pipe of the pump is broken year by year by heavy floods during the rains, and has to be repaired during the low tides in the winter.

The gymnastic class is not in a satisfactory condition, there being an average attendance of only 25 students.

62. *Dacca College.*—On the transfer of Mr. W. B. Livingstone as Officiating Principal of the Berhampore College, Baboo Nil Kanta Mazumdar, M.A., Premchand Student, was appointed, as a temporary measure, to succeed him. The number of students has increased from 187 to 257. Thirteen students joined the Dacca College from the Calcutta Colleges, while three only left Dacca for Calcutta.

Seventy-seven candidates went up to the First Arts Examination, and 35 passed; three being placed in the first division, nine in the second, and 23 in the third. Of 14 candidates at the B. A. Examination ten passed, one in the

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first division, six in the second, and three in the third. The candidate who passed in the first division stood seventh in the general list.

There were two candidates for the M. A. degree; one in history and the other in Sanskrit, of whom the latter passed.

The new Hindu hostel has proved a boon to the people of Eastern Bengal. The projector, Baboo Pratap Chandra Das, is taking steps for erecting a house for its accommodation. In cricket the Dacca College continues to maintain its high position, though regular gymnastics are not so popular as before.

63. *Kishnaghur College.*—During the year the staff underwent several changes. Baboo Ambika Charan Sen, M.A., lecturer in chemistry, was selected by Government for an agricultural scholarship, and proceeded to England to join the Royal College at Cirencester. Later on, Mr. Paulson having gone on privilege leave, Dr. G. Watt was appointed to the Principalship.

The number of students rose from 75 to 80. Of 23 sent up to the First Arts Examination nine passed; three in the second, and six in the third division. In the previous year nine passed out of 37 candidates. Of eight sent up to the B. A. Examination two passed in the A course, and one in the B course. In the previous year only one passed out of five candidates. There were no candidates for the M. A. Examination. The Principal again calls attention to the inconvenience arising from the attempt to teach both the literature and the science course, and proposes to teach only the science course in future years.

The Endowment Fund collected by subscription between March 1875 and July 1877 amounted to Rs. 41,893. Of this sum Rs. 41,435 was invested in the purchase of Rs. 40,000 Government securities; the interest being paid into the local treasury by the Accountant-General, who is joint trustee with the Director of Public Instruction.

The Officiating Principal reports certain deficiencies in the new laboratory building, and is submitting proposals for their removal. The gymnastic class has been revived. Dr. Watt has put the library in thorough order,—a measure long neglected. The hostel is not in a very satisfactory state, and the Officiating Principal is trying to improve it.

64. *Berhampore College.*—On the transfer to the Presidency College of Baboo Prasanna Kumar Sarbadhikari, Officiating Principal of the College, Mr. Livingstone succeeded him at Berhampore in June 1880. Baboo Sarada Ranjan Roy, M.A., was appointed lecturer in mathematics in March last, *vice* Baboo Hari Das Ghose, transferred. There were 33 students on the rolls, 22 in the first and 11 in the second-year class, against a total of 20 in the previous year. The schooling-fees of 13 out of the 33 students were paid by private liberality.

The first-year class was examined in January last. The result was fairly satisfactory. Seven candidates went up to the First Arts Examination, and only one passed in the third division. The number of failures varied from six in mathematics and four in Sanskrit to two in English. The obstacles in the way of higher education at Berhampore referred to in previous reports still continue to exist in full force.

The total receipts from fees were Rs. 1,155 against Rs. 1,338 in the previous year, and the total expenditure Rs 15,857 against Rs 17,976.

The attendance in the gymnastic class was 30. The hostel attached to the college is in a prosperous condition, and steps are being taken to give it a separate house.

65. *Patna College.*—The Patna College has sustained a heavy loss in the retirement from the public service of Mr. J. W. McCrindle, the Principal. He had been connected with the institution ever since it existed as a full college and contributed in no small measure to its prosperity. His devotion to his duties, and his fatherly care of those who were entrusted to his charge, endeared him to all with whom he came in contact. In Mr. McCrindle the Education Department has lost a most valuable officer, and Government a most faithful servant. Mr. McCrindle was succeeded by Mr. A. Ewbank as Officiating Principal; and Mr. S. Robson's services were transferred from the Presidency to the Patna College. The number of students on the 31st March 1881 was 162, against 149 in the previous year. Of these 107 are Beharis to 55 Bengalis, and there are 132 Hindus to 28 Mahomedans and two Christians. The proportion of Behari Hindus has increased, while that of Behari Musulmans and of

Bengalis has declined. The first and third-year classes were examined by the officers of the college. The results of these examinations were satisfactory. Sixty-two candidates (including one teacher in the collegiate school) went up to the First Arts Examination, and 21 passed; eight being placed in the second division, and 13 in the third. The failures were 19 in English, 27 in the second language, 16 in history, 31 in mathematics, 20 in logic, and 11 in chemistry. Fourteen candidates appeared at the B. A. Examination, of whom six passed; one in the second division and five in the third. The failures were mostly in science. One candidate went up for honours and one for the M. A. degree in botany. The former passed in the second division. The Officiating Principal deprecates the continuance of the botany course as unsuited to Behar.

The fee receipts were Rs. 10,472 against Rs. 9,891, and the total expenditure Rs. 46,678 against Rs. 38,634. A special grant of Rs. 5,000 has been sanctioned for scientific apparatus.

The hostel, which does not pay its way, contained 27 boarders, of whom 26 are Bengalis and one is a Musulman. The Behari Hindus still keep aloof.

66. *Ravenshaw College, Cuttack.*—No changes in the college staff occurred during the year. The number of students on the rolls on the 31st of March last was 40, against 31 in the previous year. There were 17 students in the first-year, and 12 in the second-year class; in the third and fourth-year classes the numbers were eight and three respectively. The Principal reports that, with the exception of two, all the students are natives of Orissa,—a fact showing that the college is appreciated by those for whom it has been established.

The results of the examination of the first and third-year classes were fairly satisfactory. Of the 11 candidates at the First Arts Examination, eight passed; one in the first division, three in the second, and four in the third. This is a very creditable result. Of the unsuccessful candidates, two failed in Sanskrit and one in mathematics. For the B. A. Examination four candidates were sent up, of whom only one passed, in the third division. The failures were, one in the aggregate marks, and one in botany, chemistry, and physical geography. The Principal ascribes this unsatisfactory result to irregular attendance, and want of application on the part of the students.

67. *Rajshahye College.*—On the appointment of Mr. Dowding as private tutor to His Highness the Nizam of Hyderabad, Mr. A. C. Edwards, M.A., was appointed Officiating Principal. Baboo Bipin Behari Gupta, M.A., mathematical professor, and Baboo Hira Lal Mookerjea, M.A., lecturer in botany, taking leave during the year, Baboo Sures Chundra Chatterjea, M.A., and Baboo Atul Krishna Roy, M.A., were respectively appointed to act for them. The total number of students on the 31st of March 1881 was 63, against 66 last year.

The first and third-year classes were examined in November by the officers of the college. Of 25 candidates who went up to the F. A. Examination, 11 passed, four in the second division and seven in the third. Of the unsuccessful candidates eight failed in English, seven in history, four in logic, two in chemistry, ten in mathematics, and 13 in Sanskrit. The Principal attributes the large number of failures in Sanskrit to the fact that many students had joined the college from schools in which Bengali forms the second language at the Entrance Examination, and therefore had to begin Sanskrit in the college.

Of the five candidates at the B. A. Examination, only one passed in the third division. Of the unsuccessful candidates two failed in each of the subjects of English and mathematics, and one in each of the remaining subjects of chemistry, physical geography, and botany. One candidate, who had a fair chance of success, could not appear at the examination on account of sickness.

The Botanical Garden attached to the college was considerably enlarged during the year. The new college building has received the sanction of Government.

The Principal advocates the establishment of a hostel in connection with the college, and the appointment of an additional lecturer in science, as the single lecturer in that subject cannot do justice to all the classes he has to teach. This will form the subject of a separate communication.

68. *Midnapore College.*—The roll number is 15 this year, against 23 last year. The decrease is not satisfactorily accounted for.

Of the 12 candidates who were sent up to the F.A. Examination, only three passed; one in the second and two in the third division. The result was far

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inferior to that of previous years. Of the unsuccessful candidates, four failed in English, six in Sanskrit, three in history, four in logic, one in psychology, and all in mathematics.

The library-room was extended, and valuable additions were made to the stock of books during the year. A theft was committed in the library, and a criminal prosecution of the person suspected resulted in his conviction and the recovery of the books lost. Government has sanctioned the erection of two additional rooms in the college building from the surplus funds of the institution, supplemented by other local receipts.

69. *Chittagong College.*—On the 31st of March last there were seven students in the first year and six in the second-year class, against a total of ten in the year before. The isolated position of Chittagong, the difficulty of communication with other districts, and the existence of only a few high English schools in the neighbourhood from which the college can be recruited, are serious obstacles to the regular supply of students.

The first-year class was examined by the Assistant Magistrate, Mr. Pope, assisted by the officers of the college. All the six students of the second-year class went up to the First Arts Examination, and five passed; one in the first, one in the second, and three in the third division; a highly creditable result. The student who passed in the first division is a Mahomedan, and a native of the district of Noakholly; a notable fact in the history of that district.

70. AIDED COLLEGES.—The closing of the Cathedral Mission College set free a sum of Rs 450 a month, the amount of the grant which it had received from Government. The grants to all the aided colleges were accordingly revised, in accordance with the present status of the colleges and their success in late years at the public examinations. The grant to the General Assembly's Institution was increased from Rs. 350 to Rs. 600, and that of St. Xavier's from Rs. 300 to Rs. 350.

71. *General Assembly's College.*—The number of students in the five college classes rose from 361 to 501. At the First Arts Examination, out of 175 candidates 57 passed; two being placed in the first division, 14 in the second, and 41 in the third. For the B. A. Examination 45 candidates were sent up. In the A course 18 passed; one in the first division, two in the second, and 14 in the third. In the B course one passed, and was placed in the second division. Eight candidates appeared at the Honour Examination in English, of whom two passed in the second division.

The college building received considerable additions during the year.

72. *Free Church Institution.*—The roll number on the 31st of March 1881 was 145, against 69 in the previous year.

Thirty candidates were sent up to the First Arts Examination, and seven passed; one in the first division, two in the second, and four in the third. The candidate who passed in the first division obtained a first-grade senior scholarship. Eleven candidates went up to the B A. Examination, of whom seven passed; two in the second division, and five in the third. To the Honour and M. A. Examinations three candidates were sent up, of whom one passed in the third division, and one was absent on account of sickness.

The Principal reports that earnest efforts are being made to restore the college to the position it occupied in former days, and that the staff has been considerably strengthened with that object

73. *Cathedral Mission College.*—This college was abolished during the year under report.

74. *St. Xavier's College.*—The students are 84 against 86 last year; 35 in the first-year class, 26 in the second, 11 in the third, 10 in the fourth, and two in the honour class.

Two candidates passed the First Examination in Arts, and two the B A. Examination.

75. *London Mission College.*—The number of students on the 31st March 1881 was 50, against 47 of last year; 24 in the first-year class and 26 in the second.

Out of 23 candidates at the First Examination in Arts six passed.

76 *Doveton College.*—The students are 28, all Hindus, except six who are Christians.

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Of 15 candidates at the First Arts Examination, nine passed; one in the first division, two in the second, and six in the third. Two of these were Christians; one being placed in the first division, and one in the second.

At the end of the Session the Rev. J. Robertson resigned the post of Principal, and was succeeded by the Rev. J. B. Coles.

IV.—SECONDARY EDUCATION.

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77. THE subjoined table shows the changes that have taken place in secondary schools for boys during the year. Schools for Europeans and Eurasians being no longer shown under a separate head, such of them as come under secondary instruction are shown for the first time in the following table; they include 13 high and 16 middle schools. Owing to this re-classification, a few numerical discrepancies of no great importance have crept into the returns. They will be occasionally observable in the following paragraphs, but will not be again referred to.

SECONDARY SCHOOLS.

	1879-80.		1880-81.	
	Schools.	Pupils.	Schools.	Pupils.
High English.				
Government	48	13,727	48	13,867
Aided	88	10,800	98	12,435
Private	64	14,091	72	16,256
Total ...	200	38,618	218	42,558
Middle English.				
Government	8	926	10	1,247
Aided	432	25,723	455	27,922
Private	114	6,163	123	6,179
Total ...	554	32,812	588	35,348
Middle Vernacular.				
Government	175	9,977	172	9,645
Aided	820	40,283	769	39,941
Private	90	4,302	87	4,622
Total ...	1,085	54,562	1,028	54,208
Lower Vernacular.				
Government	5	439	9	293
Aided	1,438	51,712	1,632	56,582
Private	55	2,145	60	2,443
Total ...	1,498	54,296	1,701	59,318
GRAND TOTAL ...	3,337	180,288	3,535	191,432

78 Premising that of the 29 European schools, one is the Government school at Kurseong, 21 are aided, and seven are unaided, we obtain the following results. Under Government schools there is an apparent gain of three. One of these is the boarding school at Rungamati in the Chittagong Hill Tracts, hitherto classed as a normal school; there have also been some changes of class between middle and lower Government schools; and two new ones have been opened. Among aided schools there is a gain of ten high English (including seven for Europeans), and 23 middle English (including 14 for Europeans); and an apparent loss of 51 middle vernacular schools, of which 48 are Sanskrit tolos in Burdwan and Backergunge, now transferred to the head of special instruction, as before explained (paragraphs 4 and 7). Lower vernacular schools receiving aid, chiefly from the primary grant, show an increase of 194. Among private schools the changes are unimportant. After allowing for one middle and six high schools for Europeans, there is an increase of two high and eight middle English schools, and of two vernacular schools.

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79. The following table sums up for reference the detailed statistics of attendance and expenditure in all Government and aided secondary schools for boys:—

Attendance and Expenditure in Schools of Secondary Instruction during 1880-81.

Class of Institutions.	Number of schools.	Number of pupils on the rolls on the 31st March 1881.	Average number on the rolls monthly.	Average daily attendance.	Expenditure.		
					Government.	Local sources.	Total.
High English.					Rs.	Rs.	Rs.
Government ...	48	13,867	12,889	10,461	1,39,296	3,05,151	4,34,447
Aided ...	98	12,435	11,797	9,119	72,749	2,84,395	3,57,144
Total ...	146	26,302	24,686	19,580	2,02,045	5,89,546	7,91,591
Middle English.							
Government ...	10	1,247	1,052	821	19,589	14,726	34,315
Aided ...	455	27,922	25,641	19,554	1,34,244	2,70,090	4,04,334
Total ...	465	29,169	26,693	20,375	1,53,833	2,84,816	4,38,649
Middle Vernacular.							
Government ...	172	9,645	8,882	6,887	[illegible]	30,913	81,978
Aided ...	769	39,941	36,676	28,160	1,03,049	1,78,495	2,81,544
Total ...	941	49,586	45,558	35,047	1,54,109	2,09,408	3,63,517
Lower Vernacular.							
Government ...	0	293	275	174	1,055	24	1,079
Aided ...	1,632	56,582	52,722	42,053	88,996	1,03,718	1,92,714
Total ..	1,641	56,875	52,997	42,227	90,051	1,03,742	1,93,793
Grand Total ...	3,193	161,932	149,934	117,829	6,00,038	11,87,512	17,87,550

In the previous year the cost for 3,014 schools and 153,587 pupils was Rs. 5,39,113 to Government, and Rs. 9,64,610 from private sources; but the latter figures were exclusive of the cost of European education, and as expenditure on this account is no longer separately shown, no comparison is possible.

80. High English Schools.—The figures relating to this class of schools are repeated :—

	1879-80.		1880-81.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	48	13,727	48	13,867
Aided „	88	10,800	98	12,435
Unaided „	64	14,091	72	16,256
Total ...	200	38,618	218	42,558

81. The Government zillah and collegiate schools remain unchanged. Aided schools show an increase of ten, of which seven are European schools; the remaining three are thus accounted for :—

(*a*) Five schools have been raised from the middle to the high class; namely, one at Baidyabati and one at Bagati in the Hooghly district; the Graham school at Tangail in Mymensingh, and the Goalundo school in Fureedpore; and the Jhaugunge school in Patna City.

(*b.*) Three new grants have been given. The Jaynagar (Durgapore) school in the 24-Pergunnahs, from which the grant was withdrawn under the circumstances explained in last year's report, was again brought on the list of aided schools; a building grant, which was sanctioned in consideration of large expenditure upon a school-house, being paid to it in the form of a monthly grant-in-aid on the usual conditions. In Nuddea the grant was restored to the Kanchrapara school, to which it was determined to give another trial. In Burdwan the sub-divisional school at Mankur received a grant.

(*c.*) On the other hand, the Ula school in Nuddea was reduced to the middle class, after many ineffectual attempts on the part of the managers to bolster it up as a high school.

(*d.*) Four grants were cancelled under the following circumstances. The Nakipore school in the 24-Pergunnahs, and the Nowpara school in Jessore, finally disappeared from the aided list, after having for a long time ceased to draw grants; middle schools have been established in both places. The grant to the Bansbaria school in Hooghly under the Free Church Mission has been withdrawn, owing to gradual decline; and the Khagoul school near Patna has been closed. It will be noticed with satisfaction that in the year under report, unlike former years, no grant has been withdrawn from any high English school for mismanagement or breach of departmental rules.

82. The changes in unaided schools of this class are the following. A new school has been opened at Nawabgunge in the 24-Pergunnahs, and the old Mission school at Khagra in Berhampore has been brought on to the returns; while Kanchrapara in Nuddea has been transferred from the unaided to the aided list. A new school, called the Dwarkanath school, has been set up at Tangail in Mymensigh by a wealthy zemindar of the neighbourhood, Babu Dwarkanath Rai Chowdhuri. A new school has been opened at Patna, called the Bankipore Training Institution. The unaided Mission school at Bhagulpore declined to furnish returns. There is therefore a net increase of two schools, which, together with five unaided schools for Europeans and Eurasians in Calcutta, and one (since aided) at Cuttack, account for the tabulated increase of eight in the number of unaided high schools.

83. UNIVERSITY ENTRANCE EXAMINATION.—The results of the Entrance Examination for the three classes of high English schools are here compared:—

Entrance Examination, December 1880.

CLASS OF SCHOOLS.	Number of competing schools	Number of candidates	NUMBER PASSED IN THE				Percentage of success.
			First division.	Second division.	Third division.	Total.	
Government Schools	49	762	161	287	93	541	70·99
Private Schools (aided)	83	372	33	114	49	196	52·68
Ditto (unaided)	72	850	108	249	78	435	51 17
Private students and teachers	.....	47	3	3	6	12	25 53
Total ...	204	2,031	305	653	226	1,184	58 [illegible]

84. The most noticeable fact about this examination, compared with that of the previous year, is the great increase in the number of successful candidates; 1,184 passing out of 2,031, or 58 per cent., against 767 out of 1,996, or 38 per cent., in the examination of December 1879. This does not necessarily argue a corresponding improvement in the quality of the candidates, since fluctuations in standard cannot easily be avoided. This much, however, may be allowed; that an examination which follows one of unusual severity will probably let larger numbers through, since those candidates who just missed passing in the previous year are all likely to pass without difficulty after another year's reading.

85. The superior success of Government schools is as conspicuous as usual. They passed 71 per cent. of their candidates; the proportion among all those examined by the University being 59 per cent. With regard to aided and unaided schools, I may quote the following passage from my report for last year:—"In the reports for the previous two years it was pointed out that unaided schools, which exist either through the liberality of some wealthy patron, or are established in populous centres where there is a great demand for schools of this class, and which in either case possess a strong staff of teachers, attained a greater measure of success than aided (and in many cases struggling) schools. It is satisfactory to find from the returns of the last examination that aided schools have made some way, the percentage of success among their pupils having now reached that attained by private schools. The measures which were described at length in the report of last year, as having been taken with regard to inefficient schools, may therefore be considered to have met with some success." It will be seen that aided schools have now shown themselves definitely superior to unaided schools, so as fully to justify the thorough overhauling which they have undergone during the last

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three years. The Inspectors furnish me, on the occasion of each visit to a high English school, with a special report as to its condition, noting its strong and weak points, and suggesting improvements; and their reports for the past year are full of useful information in great detail about the condition and prospects of schools of this class.

86. The following table compares the success of Government, aided, and unaided schools in fuller detail :—

Divisions.	Total number of schools.	Number of Schools which sent Candidates.				Number of Schools which passed Candidates.				Number of candidates.	Candidates passed in the				Number gained scholarships.
		Government.	Aided.	Private.	Total.	Government.	Aided.	Private.	Total.		First division.	Second division.	Third division.	Total.	
Burdwan	56	7	32	9	48	7	30	8	45	372	55	114	41	210	19
Presidency	55	5	29	16	50	5	25	14	44	343	39	119	47	205	21
Calcutta	31	5	4	25	34	6	1	23	29	640	110	184	65	359	24
Rajshahye	13	6	5	3	14	6	5	3	14	104	21	44	11	76	17
Dacca	18	4	3	8	15	4	3	7	14	224	49	76	20	145	18
Chittagong	7	3	1	2	6	3	1	1	5	48	6	28	4	38	8
Patna	16	6	3	5	14	6	3	4	13	142	11	34	15	60	18
Bhagulpore	9	5	3	3	11	5	3	3	11	52	5	20	9	34	12
Chota Nagpore	7	5	2	...	7	3	2	...	5	28	5	11	3	19	6
Orissa	6	3	1	1	5	3	1	1	5	31	1	20	5	26	11
Total ...	218	49	83	72	204	47	74	64	185	1,984	302	650	220	1,172	154

87. The only Government schools that failed to pass candidates were those of Hazaribagh and Chaibassa. The Chaibassa school is only kept up in the hope that Kol boys, who have already reached the middle standard, may some day get as far as the Entrance Examination. Since its establishment it has only passed a single candidate, and on the last occasion the two sent up failed in both English and mathematics. The failure of the Hazaribagh school is a much more serious and unexpected matter. Last year it was almost at the head of the list of third grade zillah schools; it has now dropped back to the bottom. The case of this school will be again referred to.

88. The progress of aided schools, as tested by this examination, continues at a very satisfactory rate. It may be useful to compare the results for the past few years, showing as they do what direct and manifest improvement has resulted from the sustained attention which they have received of late. In 1878, out of 84 aided schools, 73 competed at the Entrance Examination, and 49 successfully; in 1879, out of 85 schools, 80 competed, and 60 successfully; in 1880, out of 88 schools, 83 sent candidates, and 74 were successful.

89. The number of unaided schools is not known, since many in Calcutta and some in the mofussil furnish no returns to this Department. But of 72 schools that sent candidates to the examination, it appears from the University returns that 64 were successful. Leaving out the schools in Calcutta, and in the advanced divisions of Burdwan and the Presidency, in which amidst large numbers there must be many inferior schools, the satisfactory condition of high English schools throughout the country may be gathered from the fact that of 72 schools sending candidates to the Entrance Examinination out of a total of 79, 67 were successful.

90. Government Schools.—These are either schools attached to colleges, and under the control of the Principal; or zillah schools of the first, second, or third class, according as the number of their pupils is over 300, between 300 and 175, or under 175—conditions which also determine the scale of establishment. The following tables show the result of the Entrance Examination for schools of each class. As usual, the 'merit mark' in the last column is found by crediting the school with one, two, or three marks for each boy passing in the third, second, or first division. As has often been explained, each class includes schools of widely different numerical strength; and therefore the merit mark, though supplying a convenient test of progress year by year, gives a very rough estimate of the comparative merits of different schools. The Principal of the Patna College, and the Head-master of the Collegiate School, have criticised at some length the system of merit marks hitherto

adopted in the departmental report. Mr Ewbank proposes that the merit mark, calculated in the ordinary way, should be multiplied by a fraction whose numerator is the number of successful candidates, and whose denominator is the number sent up. Any one interested in the subject can supply the necessary corrections from the tables given; but meanwhile, and without pretending to any great precision, the figures enable us to compare the place which a school takes year by year among those of its own class.

Collegiate Schools.

Names of Schools.	Number of pupils on 31st March 1881.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit marks.
Hare	631	76	23	29	7	59	134
Hindu	587	79	17	23	8	50	109
Dacca	432	35	11	15	5	31	68
Hooghly	434	37	9	12	4	25	55
Rajshahye	301	21	11	8	2	21	51
Hooghly Branch	341	31	6	9	3	21	48
Sanskrit	215	32	8	5	3	16	37
Kishnaghur	307	36	2	7	7	16	27
Berhampore	171	12	5	5	2	12	27
Patna	523	27	1	10	3	14	26
Midnapore	379	18	3	4	1	9	20
Cuttack	273	10	.....	8	2	10	18
Calcutta Madrassa	391	12	1	5	3	9	16
Chittagong	421	12	1	4	2	7	13
Bethune Girls' School	109	3	1	1	.....	2	5

91. The Hare School passed on this occasion more candidates than have ever passed from any single school under the Calcutta University. The first and second places in the list were gained by two boys from the Hindu School. The close competition of the Hindu and Hare Schools has been noticed in the reports for many years past. They used to head the list alternately, a position which the Hindu School occupied only two years ago In 1879, however, the Hare school drew ahead, and at the last examination it increased its distance. This is only a natural result of the comparative strength of the two schools. The Hare School has been steadily and rapidly growing, and it now has the remarkable number of 631 pupils, while the Hindu school has been falling back. The loss of pupils is ascribed by the head-master partly to the introduction of a severer test in the class examinations for promotion, but chiefly to the growing disinclination of parents to pay high fees for the elementary education of their boys in the lower classes. Certain it is that the well-organised high schools under private management which have lately sprung up in Calcutta, have affected the Hindu much more closely than the Hare school. The Accountant-General's statement shows that the income of the Hare school from fees only was Rs. 27,264, and its expenditure, including municipal taxes and repairs, was Rs. 24,898. The income of the Hindu school was Rs. 20,906, and its expenditure Rs. 24,552.

92. The Dacca Collegiate School his regained its former place of third in order of merit, from which it was dispossessed in the previous year by the Kishnaghur school, which has now fallen to the eighth place. The Dacca school maintains the high reputation, both for instruction and for discipline, which it has earned under the present Principal; and notwithstanding the loss of 34 Mahomedan students, transferred to the Madrassa or to other schools in the town, its numbers increased from 428 to 432. The fee-income for the year increased from Rs. 8,590 to Rs. 9,998; two more teachers have been appointed; and the additional accommodation provided for the school two years ago threatens again to be insufficient. At the annual examination of the school, 50 per cent. of the boys gained half marks and upwards. The Raj Chandra hostel is a great success, and much appreciated; the number of boarders rose to 60 in March last. The Hooghly Collegiate School has returned to the fourth place. The fee income increased from Rs. 12,492 to Rs. 13,168. The hostel contained 90 boarders. The Rajshahye Collegiate School suffered a loss of 29 pupils, owing partly to increased severity in promotions, but chiefly to the withdrawal of a number of ministerial officers and pleaders to Pubna, on its elevation to the rank of a first class district. At the Entrance Examination, this school gained the distinction of passing all its 21 candidates, 11 of them

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in the first division; a result highly creditable to the head-master, Baboo Kali Kumar Das, B.A. In the Hooghly Branch school the number of pupils increased from 318 to 341, and the income from Rs. 6,725 to Rs. 7,575; an additional master was also appointed. With regard to the Sanskrit Collegiate School I wrote last year,—"The continued decline of the school in its highest classes demands serious consideration." It has now passed double the number of candidates, and gained three places on the list; but it has not yet recovered the position it held three or four years ago From 10 to 12 candidates failed in every subject; a clear proof that promotions have been improperly made. One of the most difficult, but at the same time most important, duties of a head-master is to severely scrutinise the results of the school examinations, and firmly to resist all importunities, from whatever source coming, for the promotion of scholars who have not shown that they deserve it. The attention of the Principal and the Head-master are specially called to this point. It is discreditable that in the Sanskrit Collegiate School ten candidates out of 32 should fail in Sanskrit, a higher proportion than that prevailing in all schools in Bengal. The Kishnaghur Collegiate School had many difficulties to contend with. The extraordinary sickness that prevailed during the last half of 1880 is sufficient to account for the reduction in the number of pupils from 372 to 307. Then, again, it suffered an unavoidable change of head-masters three times in the course of the year. But though the school has fallen from the third to the eighth place on the list, it passed 16 candidates out of 36 sent up, while in the previous year the 20 candidates who passed represented a total of 60 who were sent up. In my last report I commented in strong terms upon the vicious system of promotion that was shown to prevail when 40 candidates failed out of 60. There has been a marked improvement in this respect in the last year; a system of quarterly examinations for determining promotion having been instituted. Still, even the improved results are far from satisfactory. I have no great objection to eight failures in English and eleven in mathematics; but that ten candidates out of 36 should fail in history and geography, the general average in that subject being only one in seven, shows very defective teaching.

93. The Berhampore Collegiate School, like that of Rajshahye, passed all its 12 candidates; five in the first division. The head-master, Baboo Nilmani Ganguli, is an old and experienced teacher, who deserves very high credit for this result, unprecedented in the history of the school. Much success has attended the restoration of the higher rates of fees formerly in force; and the cost of each pupil to Government has consequently decreased by 25 per cent. The staff of the Patna Collegiate School has been strengthened, and the Principal hopes to show before long better results than in past years. In point of numbers it maintains its position as the second school in Bengal; and it is in all respects the first among the Government schools of Behar. The number of Beharis in the school has increased, while the Bengalis have fallen from 58 to 36. The latter have now set up a school of their own, where their children have the advantage of learning their own vernacular instead of Urdu or Hindi. The Mahomedans are described as being the most promising pupils; their number has still further increased, from 182 to 189. Arabic is read by 53 students, Persian by 82, and Urdu by 190; whence it follows that of 325 Hindus, 136 take up either Urdu or Persian. At the Entrance Examination, in which 14 candidates passed out of 27, four failed in English, one in history, and one in mathematics; very respectable results, the credit of which is entirely destroyed by the failure of ten in the second language, which has long been a cause of reproach to this school. The Patna City School, which is a branch of the Collegiate School chiefly attended by Mahomedans, was thoroughly reorganized in the course of the year. In accordance with the wishes expressed by influential residents of the city, on the occasion of the Lieutenant-Governor's visit to Patna in 1880, its status was raised to that of a high school, and Mr. LeFeuvre was transferred from the Collegiate to the City School as its head-master in February 1881. In the following month the number of pupils increased from 130 to 167, a number never before reached; and it is stated that the increase did not take place at the expense of the Collegiate School. It now requires a good school-house of its own. The Midnapore Collegiate School has again increased in numbers, and though

it sent up only 13 candidates instead of 16, it gained, in respect of the nine who passed, a merit-mark of 20 against 14 in the year before. The only failures were two in English, and two in the second language. During the year there were some cases of misconduct affecting the discipline of the school, which were promptly dealt with. The Cuttack Collegiate School was the third of those that passed all the candidates sent up, though none in the first division. Much improvement has taken place in the last two years, both in regularity of attendance and in class promotions. The minor Raja of Dhenkanal, a Government ward who is a pupil in this school, did well at the annual examination and was promoted to the second class. From the Anglo-Persian department of the Calcutta Madrassa, twelve candidates appeared at the Entrance Examination and nine passed. There was no failure in English, and only two in mathematics. The Chittagong school passed seven candidates out of twelve, succeeding much better than in the year before, when only two candidates passed out of ten; three failed in English on the last occasion, but none in mathematics. The school has gained by the transfer to it of Babu Gaur Mohan Basak, a zealous and capable teacher.

94. *Zillah schools, first class.*—The list of these schools, which are defined by having 300 pupils and upwards in their rolls, has been increased by the addition of the Monghyr school, whose pupils have increased from 250 to 305. The great development of the demand for English education in Behar, to which I drew attention in the report of last year, and which was noticed in the Government Resolution on my report, continues to manifest itself. The twelve first class zillah schools in the subjoined list show altogether an increase of 301 pupils, of which six schools in Behar claim 144, and 6 in Bengal 157. With reference to recent orders of Government on the language of the courts in Behar, it is observed by the Deputy Inspector of Bhagulpore "that all pupils in the Bhagulpore, Monghyr, and Purneah zillah schools, whether Hindus or Mahomedans, are alive to the necessity of paying greater attention to Hindi reading and writing; and, as a matter of fact, the attendance at the classes taught by the Hindi teachers of the schools concerned is steadily increasing." In fact throughout the schools of Behar, Hindi is more or less strictly enforced in the case of all pupils in the lower classes, whether Hindu or Mahomedan; though Mahomedan, and indeed Hindu boys also, are allowed at their option to take up Urdu as well.

Zillah Schools, First class.

Names of Schools.	Number of pupils.	Number of candidates.	First Division.	Second Division.	Third Division.	Total passed.	Merit marks.
Uttarpara	443	23	7	6	1	14	34
Barrisal	452	14	4	9	.....	13	30
Beerbhoom	380	22	3	7	4	14	27
Mymensingh	445	13	5	4	3	12	26
Howrah	330	12	5	4	2	11	25
Arrah	402	24	2	6	2	10	20
Bhagulpore	433	15	.....	8	4	12	20
Comillah	343	9	1	6	2	9	17
Chupra	496	10	3	4	.....	7	17
Gya	522	11	2	4	3	9	17
Rungpore	312	7	1	3	2	6	11
Monghyr	305	7	.....	3	1	4	7

95. The Uttarpara school maintains the place at the head of the list which it has now held for three years. It has an increase of 36 pupils. Gymnastic exercises of the indigenous kind are much in favour with the boys of the school. The Barrisal school never before had so many pupils; yet there are only 40 Mahommedans among them, although two-thirds of the fees are paid in all cases from the Mohsin Endowment. Owing to increased strictness in the rules for promotion from class to class, the numbers in the previous year fell from 443 to 417; but in this as in nearly all similar cases, the school has now more than recovered its lost ground. A gold medal of Rs. 100 in value, representing the proceeds of a bequest of the late Mr. T. P. DeSilva, of the district of Backergunge, is annually given to the boy who stands first in English at the Entrance Examination. Only one candidate failed at the examination, in mathematics alone. The Beerbhoom school has

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gained one place in the list. The attached gymnasium has a regular though not a large attendance The hostel is well managed and successful, and the discipline, both there and in the zillah school, is excellent The Mymensingh school has an increase of 62 pupils, larger than in any other first class school; and this notwithstanding the competition of a flourishing private school established two years ago. At the Entrance Examination only one candidate failed, in mathematics. The Howrah school has entirely recovered its former position, both in numbers and in success, at the Entrance Examination. One candidate only failed, in the subject of English. Since 1877 it has been the steady aim of the Inspector and myself to work this school without a net grant; but with the most careful management on the part of the head-master and the District Committee it has been eating steadily into its surplus balance, and the attempt must probably be abandoned. The gymnasium is gaining in popularity; 83 boys now attend the class, of whom 35 are said to be expert gymnasts. The Arrah school shows an increase of 29 pupils; but a cheaper school under private management has lately been opened in the town, and the number has fallen to 417. That is the natural safety-valve of schools of this class; when the numbers grow to unmanageable proportions, proving the existence of an active demand for education, raise the fees, and a private school will certainly be started to relieve the pressure. The pupils now in the zillah school are about as many as the building will comfortably hold; and proposals for additional accommodation have been sanctioned on condition that the whole expenditure is raised locally. Baboo Chandranath Maitra, for many years the successful head-master of Bankoora, was transferred to this important charge on the appointment of Baboo Uma Charan Das as Superintendent of Education in Cooch Behar. At the Entrance Examination 13 candidates out of 21 failed in English, a subject in which Behar boys have many difficulties to contend with; but the new head-master has been selected on the ground of his special qualifications as an English scholar. In the Bhagulpore zillah school, as at Arrah, the competition of the Barari free school has served to relieve to some extent the pressure upon the zillah school. The building is even now crowded to the utmost limits of its space. At the Entrance Examination only three candidates failed, two in English and one in mathematics. At Comillah, again, the Maharajah of Hill Tipperah, a great supporter of education, has established a high school in the neighbourhood of the zillah school; but though the private school has 140 pupils, most of them paying fees, the attendance at the zillah school has increased. All the candidates at the Entrance Examination passed; the head-master, Baboo Jagat Bandhu Bhadra, to whom this result is entirely due, has since been transferred to Jessore. The Chupra zillah school received a large accession of 35 pupils. Considerable additions have been made to the school-house. The Gya zillah school has 522 pupils, only one less than the Patna Collegiate School, so that it occupies the third place among all the schools of Bengal. It drew no Government grant for the year. Proposals have been sent up for further additions to the existing building; but the Commissioner has suggested the desirability of having an entirely new school-house, and efforts are now being made to raise the necessary funds from local sources. Additions have also been made to the teaching staff. The pressure of pupils is so great that two middle English schools have been opened in the town, and a similar course is being followed at Chupra. At Rungpore there is a small loss of 18 pupils. This may have been due in part to enhanced rates of fees; but the school has suffered greatly from sickness and changes among the masters, causes which tell effectively upon the attendance of the pupils. The school did well at the Entrance Examination. The Monghyr zillah school, notwithstanding its elevation to the first class, did hardly as well at the Entrance Examination as in the year before.

96. *Zillah schools, second class.*—The number of schools in this class has been reduced by two; Monghyr having risen to the first, and Barrackpore having fallen to the third class. The chief changes in the order of merit, as shown by the Entrance Examination, are that the Noakholly school has risen from the twelfth to the second place, and Mozufferpore from the eleventh to the sixth; while Dinagepore has fallen from the eighth place to the lowest.

Zillah Schools Second Class.

Names of Schools.	Number of pupils.	Number of candidates.	First Division.	Second Division.	Third Division.	Total passed.	Merit marks.
Bankoora	274	16	5	7	2	14	31
Noakholly	265	14	2	12	.....	14	30
Furreedpore	274	10	5	5	... ..	10	25
Pubna	275	14	2	5	4	11	20
Baraset	274	6	3	2	.....	5	13
Mozufferpore	283	12	1	4	... ..	5	11
Ranchi	179	5	.. ...	5	.....	5	10
Bogra	210	7	.....	4	1	5	9
Jessore	251	6	1	1	3	5	8
Dinagepore	175	6	.....	2	.....	2	4

97. In merit marks the Bankoora school stands second only to the Uttarpara school, and higher than all the zillah schools in Bengal. The credit of its success for many years must to given to Baboo Chandra Nath Maitra, now transferred to the Arrah school. The Noakholly school has sprung up to the second place, having passed all its 14 candidates at the Entrance Examination. Mr. William Dutt, whose appointment to the head-mastership was noticed in the last report, has fully justified the confidence placed in him. There has been a loss of 22 pupils, owing to increased strictness in promotions and other measures of discipline. As the Joint-Inspector justly remarks, "though the immediate effect of such measures is a falling off in numbers, yet they are sure within a short time to attract large numbers of pupils by means of increased success at the examinations." Most of the Hindu boys belong to other districts, chiefly Dacca. There are 41 Mahomedans among the pupils, a great improvement on former days, when there were only two or three Mussulman boys in the school. But in spite of the aid given by the Mohsin grant, most of the Mahomedan boys leave the school when they have reached the third or fourth class. To remedy this, scholarships have been created from the unspent portion of the Mohsin grant, tenable in the four higher classes only. The Furreedpore zillah school achieved brilliant success at the Entrance Examination. The head-master, Baboo Bhuban Mohan Sen, B.A., passed all his ten candidates—five in the first and five in the second division. The school-house is somewhat small for the number of pupils, and Rs. 2,250 has been raised by subscription for additions to the building. The Pubna school also did remarkably well at the Entrance Examination under its head-master, Babu Gobinda Chandra Mitra, who was transferred to Bogra towards the close of the year. The Baraset school shows a nominal increase of 63 pupils, of which nearly half is due to the amalgamation with it of the Trevor vernacular school, on the plan referred to in the Government Resolution upon the last report (paragraph 22). The amalgamation has caused a saving of Rs. 300 a year to the State. The reading of English is optional with the boys of the vernacular department, those who read the vernacular only paying a fee of eight annas, while those who choose to learn English also pay the usual rates varying from Re. 1 to Rs. 1-8. Twenty-two boys of the late vernacular school are thus learning English; and all the lower pupils of the amalgamated school now learn English in the same way, namely, as a language merely, substantive instruction in other subjects being imparted through the vernacular. The Mozufferpore school succeeded better in the examination than it has done for many years past. Some improvement in the discipline of the school has been recently noticed. There is also an increase of 13 pupils. The Ranchi zillah school sent up five candidates, all of whom passed. There are eight Kols in the school, of whom six are Christians. In the Bogra school fair improvement is also shown. Five candidates passed the Entrance Examination against three the year before; the two who gained scholarships were Mahomedans, of whom there are 63 in the school. A new school-house is being erected; slowly, the Inspector reports. The Dinagepore school has fallen to the lowest place as regards merit-marks. The Inspector was struck with the very sickly look of the boys in the Entrance class, and learnt that they were constantly suffering from fever; the year indeed was exceptionally unhealthy. There was an increase of 14 students over the numbers of the previous year. The Jessore school is the second zillah school, the instruction in which has been placed on a vernacular basis. The school has two sections—the high school consisting

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of the four upper classes, and the middle school of the five lower. Instruction in English is optional in the middle school; the hours being so arranged that those boys of each class who do not desire to learn English receive additional instruction in their own vernacular. After passing into the high school, they begin to learn all their subjects through the medium of English. The Inspector reports:—"After the first misgivings on the part of parents and guardians, there is now a wide-spread recognition of the advantages of the system. Some came to the head-master for satisfaction in their doubts; and he was able to convince them that their boys would receive a far more solid education in English in the high school, if it were based on intelligent instruction in the lower and middle classes of the school." The experiment promises well, though its actual character and results can only be discovered after further trial and experience.

98. *Zillah Schools, third class.*—The following table shows the order of third class schools The Purulia, Pooree, Purneah and Palamow schools have improved their position; while those of Deoghur and Hazaribagh have fallen back, the latter having sunk from the second to the tenth place. Unlike the two higher classes of schools, there has been a great reduction in the number of pupils in nearly every school of the third class, the only exception being that of Motihari, showing that the increased desire of the Beharis for English education has now extended to that distant district:—

Zillah Schools, Third Class.

Names of Schools.	Number of pupils.	Number of candidates.	First division.	Second division.	Third Division.	Total passed.	Merit marks.
Barrackpore	166	13	3	6	1	10	22
Balasore	145	9	.....	7	1	8	15
Purulia	99	7	2	4	.....	6	14
Pooree	126	7	.....	3	2	5	8
Maldah	104	3	2	.....	.....	2	6
Purneah	140	3	.....	3	.....	3	6
Julpigoree	81	4	.....	2	.....	2	4
Palamow	60	3	.....	1	2	3	4
Deoghur	108	3	.....	1	1	2	3
Motihari	98	3	.....	1	.....	1	2
Hazaribagh	87	4	.....	.....	.....	.....	.....
Chaibassa	64	2	.....	.....	.....	.....	.....

99. The Barrackpore school has fallen to the third class, owing to a large reduction in the number of its pupils, from 205 to 166. This has come about from the opening of the Nawabgunge school a short distance off, in a populous quarter which used to supply many boys to the Government school. It is still, however, a strong school, and easily takes the lead in its new class. His Excellency the Viceroy, who was pleased to distribute the prizes last cold weather, offered two special prizes to be competed for this year—one in arithmetic and the other in English letter-writing. Of the other schools brief notices may be given. The Julpigoree school has lost 20 pupils, due to exceptional unhealthiness. But the general strength of the school is such as to justify the erection of a permanent building, which was accordingly sanctioned last year. The roll-numbers at Maldah and Deoghur are nearly stationary, but there has been a decline of 14 pupils at Purneah, where again fever raged. The two successful candidates at Maldah both passed in the first division, the school doing better in this respect than even the great schools of Bhagulpore and Monghyr. In Chota Nagpore the Purulia school has lost 14 pupils, owing to stringent measures adopted by the District Committee, to clear the school of boys who were persistently idle or irregular in attendance. Six candidates passed the examination, out of seven sent up. As before noticed, the four candidates from the Hazaribagh school failed. One fell ill and could not appear, the other three failed in English, and in at least one other subject. The Assistant Inspector calls the failure accidental; but the accident belongs to that class which must be remedied. The Balasore school has been displaced by the Barrackpore school from its former position at the head of the list. It passed six candidates out of seven, and the Pooree school five out of seven. Out of 126 pupils at the latter school 110 are natives of Orissa; but the Brahman boys, whose admission in considerable numbers two years ago was thought to mark the rise of an enlightened spirit among the Pandahs of Jagannath, have now generally withdrawn.

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100. Reference has already been made to the two zillah schools, Baraset and Jessore, in which the instruction has been placed on a vernacular basis, as in middle schools. In my report of last year I drew attention to the experiment, and showed how it had been introduced into four aided high schools in the Presidency Division. The Inspector was so satisfied with its promise of success, that with my concurrence, and with the cordial co-operation of the head-masters, Babu Khirod Chandra Rai Chaudhuri at Jessore, and Babu Kunja Behari Bose at Baraset, the experiment was extended to the two zillah schools named, with which the station vernacular schools were accordingly amalgamated. In these schools, therefore, substantive instruction in the lower section is now imparted in the vernacular, English being added as a language merely, and being moreover quite optional; in the upper section the method is the same as in other high schools. This change the Inspector rightly describes as the most important event of the year, and he looks forward to the time when all high schools will be organized in the same way. Babu Bhudeb Mookerjea has long held the same opinion of its usefulness.

101. AIDED SCHOOLS.—The increase of ten in schools of this class, from 88 to 98, has been explained at length in a previous paragraph. Seven high schools for Europeans have been included for the first time under this general head, and there has been a net increase of three aided schools, made up as follows:—Five schools have been raised from the middle to this class, and three new grants have been sanctioned. On the other hand, one high was reduced to a middle school, and four grants were cancelled. I proceed to give some account of the aided high schools in each division.

102. The Presidency Division had 33 schools at the beginning of the year, and 32 at its close; two new grants having been given, two cancelled, and one reduced to the status of a middle school. The Inspector observes:—"Almost all the larger centres capable of supporting a high school are provided with one, and I do not look for many new schools for years to come; on the contrary, as the means of communication are improved, a few of the weaker schools will die out." All the aided schools of the division passed candidates at the Entrance Examination except three, one of which (Basirhat in the 24-Pergunnahs) has since been reduced to the middle class, and another (Meherpore in Nuddea) probably will be. The third (Kanchrapara in Nuddea) is a newly aided school. The Barripore school in the 24-Pergunnahs is in a very unsatisfactory state, and is allowed to retain its grant only on condition of a complete change of management. The grant to the Lukhipasa school has been suspended for breach of rules. With these few exceptions, however, the schools are, as they should be in an advanced division like the Presidency, in a high state of efficiency—a result which is due for the most part to the action of the Inspector for a long time past in insisting on the appointment of graduate teachers. The schools at Ranaghat, Meherpore, Nabadwipa and Kooshtea in Nuddea, and Taki in the 24-Pergunnahs, have been constituted on a vernacular basis; and the Gobardanga school will probably be similarly reorganized. The latter school owes much to the young zemindar, Babu Girija Prasanna Mookerjea, who is in this respect following his late father's excellent example. The Taki school has been taken over as a Government school from the beginning of the current year; the local zemindar, Babu Raj Mohun Rai Chaudhuri, having made over to Government an endowment for its support, and having also undertaken to build a new school-house on a piece of land purchased for that purpose by Government. The most successful aided school in the division, being in fact only beaten by the collegiate schools at Kishnaghur and Berhampore, is the Narail school in Jessore. The Inspector criticises the action of the Moonsif at Narail, who in spite of the disapproval of the District Committee, and more recently of the Magistrate, has opened a middle school for the avowed benefit of boys who cannot go to the high school. As all but infants can attend the high school, his object could have been attained, Mr. Garrett points out, by opening a lower school or a patshala. As it is, there is reason to fear that the Narail school will suffer some injury, without any compensating advantage to the inhabitants. The next schools in point of success are those at Barisa and Harinavi in the 24-Pergunnahs, and at Nabadwipa in Nuddea.

103. The aided schools in the Burdwan Division have increased from 35 to 37; one school having received and one lost a grant, while two have been raised

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from middle to high schools. Besides these, six grants have been reduced, and two raised on renewal. These changes have been accompanied by a net monthly increase of Rs. 8½ in the total amount of grants to high schools. With the exception of seven, all the aided schools in the division passed candidates at the last Entrance Examination. Of the seven unsuccessful schools, those at Amta and Bagnan in Hooghly failed for the first time for many years. The Ajodhyá school in Bankoora, the managers of which have offered to make it over to Government (an offer which Government has declined), is not likely to succeed as a higher school; and notice has been given that, if again unsuccessful, its class must be reduced, or the grant will be withdrawn. The other four are new schools, which have not yet worked up to the Entrance standard; they are those at Bagati in Hooghly, at Mankur and Begnapara in Burdwan, and at Contai in Midnapore. The Kuchiakole school in Bankoora has been noticed for many years as the most successful aided school in the division, though last year it passed fewer candidates than usual.

104. In the Rajshahye Division there are four aided schools, as in the previous year, two in Rajshahye and two in Pubna. The two schools at Dighapatia and Patia in Rajshahye have now beaten the Serajgunge school The other school in Pubna is the Chatmohar school All passed candidates at the Entrance Examination. The opening of the railway appears to have affected the Dighapatia school by enabling the boys of the neighbourhood to emigrate to Calcutta, only six hours off. It has at any rate lost 23 pupils.

105. In the Dacca Division the aided schools have risen from three to five; the Goalundo school and the Graham school at Tangail in Mymensingh having been raised to the higher class. The three old schools, namely those at Teghoria, Roail, and Hashara, all passed pupils at the examination.

106. In the Chittagong Division there are three aided schools, as in the previous year; namely the Brahmanbariya school in Tipperah, the Campbell school in the town of Chittagong, and the Patia school in the same district. The last two have as yet sent no pupils to the Entrance Examination. The head-master of the Chittagong College manifests some irritation at the existence of the Campbell school, and states that its Entrance class is solely supported by runaway boys from the collegiate school. Enquiries were made, and it appeared that 27 boys had joined the Campbell school from the collegiate school, while 22 had reversed the process. There is no great ground for complaint in these facts. Some allowance must always be made for an unreasoning desire of change; and besides that, as the Joint-Inspector points out,—"If pupils are prevented from going from one school to another, there is not that 'selection' which is at the root of all healthy development. The school that best satisfies the requirements of its pupils will prosper at the expense of others that do not do so." The lesson conveyed in the Government Resolution upon my last report cannot be too often impressed upon head-masters of Government schools, that they have no business whatever to resent the uprising of a well-managed private school in their neighbourhood In the particular case referred to, no boy is admitted to the Campbell school without a leaving certificate from the school that he has quitted, nor is he admitted into a higher class than he was in before; and these are all the conditions on which the department insists.

107. In the Patna Division there are four aided schools as before; the Khagoul school having been closed, and the Jhaugunge school in Patna City having been raised to a high school. The other three, namely those at Behar and Dinapore, and the Maharani's school at Tikari, all passed candidates at the Entrance Examination. The establishment of schools of this class should be freely encouraged, as it is by their means only, as feeders of the Patna College, that the number of Behari graduates can be increased. The Dinapore school has fully justified the elevation of its class which was effected in the previous year; it passed three candidates at the Entrance Examination.

108. In the Bhagulpore Division there are three schools, which passed all their eight candidates. The Jamalpore school sent up candidates for the first time since its conversion to a high school. Of the two other schools, which are both in the Sonthal Pergunnahs, Mr. Oldham, the Deputy Commissioner, writes:—"The schools at Moheshpore and Pakour are entirely artificial. The best instance is the highly successful school at Pakour, which in system is like a

training stable. The prize is success at the Entrance Examination; and to compete for it, promising poor scholars are caught up from other districts, some even from Eastern Bengal, and lodged and educated at the expense of the local patron, the zemindar."

109. In Chota Nagpore there are two aided schools, at Pachamba in Hazaribagh and Pandra in Manbhoom, both of which passed candidates at the examination. In Orissa the only aided school is that at Lakhannath in Balasore. It has suffered greatly from epidemic fever. As in Behar, so in Orissa, it is most desirable to increase the number of high schools, so as to supply material to the Cuttack College classes. The people are not indifferent about the establishment of such schools, but the great difficulty is the cost of teachers, all of whom have to be imported from Bengal. In fact, schools in Orissa cannot supply pupils to the college until the college can provide teachers for the schools; or, as the Joint-Inspector puts it, "the college must first act in order to be re-acted upon." There are hopes, however, that two at least of the four sub-divisional schools will be raised to the status of high schools before long.

110. UNAIDED SCHOOLS.—The increase of eight is made up by the inclusion of six schools for Europeans, and a net gain of two schools for natives; the latter has been already explained in detail. There are now 72 schools of this class, of which 22 (including five European schools) are in Calcutta, 18 in the Presidency Division, 12 in Burdwan, 9 in Dacca, 6 in Patna, and one in each of the other divisions, besides a high school for Europeans in Cuttack. Many unaided schools, for example the Maharajah's school at Burdwan, the Chukdighi school, the Boinchi school, the Maharajah's school at Durbhunga, and the Nizamut school at Moorshedabad, charge no fees. On this point Baboo Bhoodeb Mookerjea writes:—"The levying of fees for English instruction seems to preserve discipline in a school, and likewise to keep up that self-respect in the pupils, the utter extinction of which is the very worst feature of a purely charity school. In Sanskrit toles the case was and is different. The men brought up in them were Brahmins who devoted themselves to what necessitated in some measure the renunciation of the world; and they could feel, rightly or wrongly is not the question, that they had a right to the fruits of the industry of other people No such feeling attaches to English education, which has a high money value; and therefore to receive this education from charity is to feel degraded, to take money without paying a return. I could wish very much that all our Maharajahs and Rajas who support schools realised this distinction, as the Maharajah of Doomraon has done." The Joint-Inspector of Chittagong writes to the same effect with reference to the Tipperah Maharajah's school at Comillah, in which 40 pupils are allowed to read free. "Such liberality," he observes, "defeats its own object It is only when pupils are prompted by a strong desire for education that they make any real progress, and the payment of proper rates of fees is a sort of guarantee that they are actuated by such a desire. Cases where there is really a very strong desire for education, but absolute inability to pay the amounts generally taken as fees, are few They cannot certainly be 40 in a small place like Comillah." He recommends that the number of free students be reduced to eight or ten. There is another unaided school in Comillah called the Mogultoli school. In my last report I referred to a class of 'bogus' schools that start up once a year, some two or three months before the Entrance examination, with the object of granting certificates of admissibility to candidates rejected at the test examination of other schools. I added that the Syndicate had lately inflicted a fatal blow on these impostors by the regulation that no candidate could be sent up by a school in which he had not read for six months; he must in such a case appear as a private candidate, and the credit of his success, if by chance he passed, would not be given to any school. It is satisfactory to find that two old offenders of this class at Bankipore have been duly punished, by the refusal of the Syndicate to receive certificates from these schools at any future time. From two others in Calcutta the right to give certificates was suspended for two years. Of the Mogultoli school in Comillah, the Dacca Inspector, Dr. Martin, writes:—"Finding that, though it supplied the department with no annual statistics, it sent up candidates every year to the Entrance Examination, I bore it in mind; and

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when the time drew high for the next examination, I wrote to the Registrar of the University to know if the Mogultoli school was sending up examinees, and if so, to kindly furnish me with particulars regarding them. I discovered that at least two of the candidates had been reading in the zillah school up to September 1880, while the head-master had given certificates to these boys, which implied that they had been reading in his school continuously since the previous 1st July. The result was that none of this head-master's candidates were permitted to appear at the examination." By such measures we shall gradually succeed in getting rid (at least from our returns, where they have no right to a place) of these so-called schools, which have an injurious effect on the discipline of those that are well-managed—a description which, I am glad to say, applies to the great majority of private schools of this class. Among the best of them are the Jagannath and Pogose schools in the town of Dacca.

111. The second languages taken up by the candidates at the Entrance Examination are shown in the following statement:—

Entrance Examination, December 1880.

	1879.	1880.
Latin	61	70
Sanskrit	1,350	1,422
Arabic	23	27
Persian	53	57
Bengali	413	342
Urdu	54	48
Hindi	25	42
Uriya	11	15.
Armenian	4	6
Burmese	2	2
Total ...	1,996	2,031

112. As in former years, the chief point of interest is the continued decline in the number of those who take up Bengali for the Entrance examination. In 1876 they were 549: they were only 342 in 1880.

For the last two or three years, while the new University courses were under consideration, it has been uncertain whether a classical language would be retained as a compulsory subject at the First Arts Examination. The Senate has now decided that it shall be; and it has therefore become a matter of importance to promote the study of a classical rather than a vernacular language in all schools reading for the Entrance Examination. I have accordingly addressed a circular to all district committees and to inspecting officers, urging them to encourage all candidates to take up a classical language for the Entrance. I have not thought myself justified in taking more active measures at present; but in view of the great inconvenience and difficulty that attend the teaching of Sanskrit in colleges, in the case of those boys who have to take it up from the beginning, it may hereafter be necessary to refuse admission into Government colleges to all those students who have not taken up that or some other classical language at the Entrance Examination. The number taking up Urdu is likewise decreasing. That the number of those who take up Hindi has increased, while it is open to similar criticism, yet affords some ground for satisfaction on account of the increased tendency which it seems to manifest on the part of Hindu students in Behar to become proficient in their own rather than in an alien tongue.

113. The next table classifies the candidates according to their religion:—

Entrance Examination, December 1880.

Religion.	Number of candidates.	Number passed in the			
		First division.	Second division.	Third division.	Total.
Hindus	1,842	268	586	211	1,065
Mahomedans	73	4	27	9	40
Christians	90	23	30	5	58
Others	26	10	10	1	21
Total ...	2,031	305	653	226	1,184

The only important fact to be noticed is a decline in the number of Mahomedan candidates, of whom there were 83 in the previous year. Still, in the previous year only 27 passed, while 40 were successful at the last examination.

114. The following table gives the distribution of junior scholarships awarded on the results of the Entrance examination:—

Distribution List of Junior Scholarships, 1881.

Divisions.	First grade scholarships, Rs. 20 a month.	Second grade scholarships, Rs. 15 a month.	Third grade scholarships, Rs. 10 a month.	Total.	Number of Scholarship-holders who passed the Entrance Examination in the		
					First division.	Second division.	Third division.
Burdwan	1	6	12	19	18	1	.....
Calcutta	8	6	10	24	23	1	.....
Presidency	1	7	13	21	21	.....	.....
Rajshahye	1	6	10	17	11	6	.....
Dacca	.....	7	11	18	18	.....	.....
Chittagong	.....	1	7	8	6	2	.....
Patna	.....	6	12	18	10	8	.. ..
Bhagulpore	.....	3	9	12	5	7	.....
Orissa	.....	4	7	11	1	9	1
Chota Nagpore...	.....	2	4	6	4	2	.....
Total ...	11	48	95	154	117	36	1

115. The last three columns of the table shows a great improvement over the previous year, when, of the 154 scholarships awarded, 72 were given to candidates passing in the first division, 66 in the second, and 16 in the third. On the last occasion there were only 36 scholarship-holders in the second division, and only one in the third, this last being a native of Orissa. In this relation I will quote the following remarks of the Assistant Inspector of Chota Nagpore:—"A *bonâ fide* native of Chota Nagpore, who had passed his Entrance Examination from the Pandra high English school in Manbhoom, for the first time took the degree of Bachelor of Arts from the Hooghly College. A few years ago there were hardly successful candidates enough to take up the junior scholarships allotted to the division; and instances were not rare of boys who passed only in the third division gaining the second grade scholarships thrown open to competition. In the last year, however, boys passing even in the first division had to go without scholarships. Circumstances like these, though of no consequence whatever in advanced districts, yet carry with them a peculiar interest in a province like Chota Nagpore, where education has just commenced to awaken the people in the paths of civilization and progress."

116. Middle English Schools.—The figures for this class of schools are repeated—

	1879-80.		1880-81.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	8	926	10	1,247
Aided ,, ...	432	25,723	455	27,922
Private ,, ...	114	6,163	123	6,179
Total ...	554	32,812	588	35,348

117. The gain of two Government schools is thus explained. The station vernacular school at Bogra was permitted to add an English class without further cost to Government. It passed candidates last year at the middle English as well as at the vernacular examination, and was accordingly classed as an English school. The Rungamati school in the Hill Tracts of Chittagong, formerly classed as a normal school, has now been more correctly

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entered under this head. The other eight schools are these:—two in Calcutta—namely, the Colinga Branch School, attached to the Calcutta Madrassa, and the English Department of the Calcutta Model School; two at Darjeeling—namely, the Anglo-Hindi School and the Bhootea School; the Patna and Arrah model schools, in the latter of which, as at Bogra, the English class is maintained at the cost of the pupils; the Bandarbun School in the Hill Tracts; and lastly, the State Railway School at Kurseong for Europeans.

118. Of the 455 aided schools, 14 are schools for European boys—namely, six in Calcutta, three in the Burdwan, and two in the Patna Division; one at Dacca, one at Jamalpore, and one at Cuttack. Separating these, which will be considered in their proper place, there is a net increase of nine schools for natives, which is thus made up. There have been 31 new grants; one high school has been reduced, and one so-called normal school transferred, to the middle class; and 13 vernacular schools, having added English classes, have been ranked as English schools. On the other hand, 21 grants have been cancelled; five middle have been converted into high schools, and 11 English reduced to vernacular schools.

119. The unaided schools show an increase of nine, of which one is a European school; the other eight are accounted for by a gain of 33, against a loss of 25. That which I call 'gain' and 'loss' include, however, transfers caused by the giving or withdrawing of grants-in-aid. Thus the 33 new schools of this class include most of the 21 cancelled grants; and in the same way the 25 that have been lost re-appear among the 31 aided schools. Taking aided and private schools together, there is a large increase, not only of schools, but of pupils, very much greater than the increase of the previous year. This is sufficient to show that whatever objection might have been felt at the outset to the new vernacular constitution of middle English schools has practically disappeared, though traces of it are still to be found.

120. In the Presidency Division there has been a net increase of three aided schools, from 83 to 86, and an increase of 94 pupils, notwithstanding the prevalence of fever in Nuddea. Nine new grants were given and seven withdrawn; one high school was reduced, and one vernacular school raised, to this class; and one English school converted into a vernacular. The Burdwan Division shows a gain of five schools, from 96 to 101. Six new grants have been given and one cancelled; three have been raised from vernacular to English schools, while three schools of this class have been converted, one into a vernacular and two into high schools. There is, however, a loss of nearly 250 pupils, partly attributable to the prevalence of malarious fever. The Deputy Inspector of Howrah attributes the loss in his district to the vernacular constitution of these schools. In Bankoora the decline in the number of students is due to the adoption of a measure which the Magistrate expects will result in advantage both to middle and to primary education. Patshalas have been opened in connection with most of the middle schools of the district, English and vernacular. The school-boys in the primary stage of instruction have all joined the attached patshalas, and have been returned as primary pupils. The schools proper are being managed with a smaller number of teachers, and some of the grants have been reduced. The Inspector observes:—"The middle English schools of the division, with one exception, namely, the Ramkrishnapore Bible School in Howrah, have been constituted on a vernacular basis. The other schools, which were hitherto opposed to this measure, have been raised to high English schools. In no district is any disinclination now perceptible except in Howrah." In the Rajshahye Division two new grants have been given,—one school has been transferred from, and one to, the vernacular class. Middle English schools now number 46; and there has been a gain of two schools and 155 pupils. A small loss in the Rajshahye district is explained by the increase of primary schools and pupils all over the district. As the primary system is developed in this division, it will doubtless attract to itself many pupils who are now out of place in middle schools; for example, a loss of pupils in the Darjeeling Terai is attributed by the Deputy Inspector "to the simple fact of the people requiring their boys to work in the fields." For such boys the education of the patshala is most suitable. The Inspector says that the new constitution of middle English schools is working very satisfactorily, "which is more than I expected;" and he quotes testimony to that effect from several of his Deputies.

121. The Dacca Division shows a loss of five aided schools, from 96 to 91, but an increase of 457 pupils. Three new grants have been given, and six cancelled; four have been raised from, and four reduced to, middle schools; and two have been converted into high schools. At Netrakona, in Mymensing, the circle school was supplied by the villagers with an English teacher, and one boy passed by the middle English standard. The Inspector writes:—"All the aided schools, with the single exception of the Eurasian school at Dacca, have been placed upon a vernacular basis The more I see of the working of this principle, the more convinced I am of its soundness; so much so that I would decidedly advocate the development of the experiment by introducing it into the lower classes of all high schools. At first the move would be very unpopular, and give rise to much outcry; but in the end I feel sure that nothing but good would come of it, both to the pupils of the high schools and to the large number of middle English schools throughout Bengal, while the change would result in much economy." In the Chittagong Division there has been no change in the number of schools; three grants have been given and two cancelled, while two English schools have been reduced, and one vernacular raised to this class. There has been a gain of 83 pupils. All the schools are working under the new system. The Joint-Inspector points out certain defects which ensued on the first introduction of the change arising from the absence of proper organization in the classes. The nature of the defects will be understood from the remedies which he has provided—(*a*) the classes should be arranged according to the gradation of the Bengali subjects; (*b*) all the boys in each class should read the same standard in English; (*c*) there should be five classes reading both English and Bengali, and below them a vernacular class reading to the primary standard." Considerable reforms have already been effected; and the Joint-Inspector is confident that when they are completed, middle English will prove almost as successful and popular as high English schools.

122. In the Behar circle the growing desire for English education, already noticed in the case of high schools, has manifested itself in middle schools also. There is altogether an increase of 14 schools of this class, eight in Patna and six in Bhagulpore; with an increase of 812 pupils, 525 in Patna and 337 in Bhagulpore. They include 14 private schools started, against eight closed or receiving grants-in-aid. Ten of the new schools were in the Shahabad district. The increase of eight in the number of aided schools is made up by nine new grants given and three cancelled, by three vernacular converted into English schools, and by one middle English raised to a high school. The Inspector says that there was no opposition to the vernacular organization, except from Sasseram, which is under the Sub-divisional Officer as Secretary. This school preferred the alternative of elevation to a high school. "The time may come, however," Baboo Bhoodeb continues, "when high English schools also will find it to their advantage to adopt the vernacular basis, as consonant with the correct theory of school organization in this country." The Assistant Inspector of Bhagulpore draws attention to a point that has been noticed in earlier reports, namely, the real difficulty attending the vernacular constitution of schools. There was never any opposition to the change worth mentioning; but the number of trained vernacular teachers, qualified to take their pupils up to the middle standard in history, mathematics, and the like, is not yet large enough to supply all the places that have to be filled, some of which are therefore held by untrained and inferior English masters. Before long, the outturn of pupils from the Patna normal school under its new organization will meet this difficulty. The Chota Nagpore Division has lost three schools,—one school in Manbhoom having been abolished, and one in Singbhoom and one in Manbhoom having been converted into vernacular schools. There is as yet hardly any demand for English education in Singbhoom; and the zillah school at Chaibassa, now the only English school in the district, is scarcely above the middle standard. In Orissa there is a gain of one school and 166 pupils. There has been a loss and a gain of one school in Cuttack, and a private school in Balasore has received a grant. Some hopes are entertained that the sub-divisional schools at Jajpore and Kendrapara, in Cuttack, and at Khoorda, in Pooree, will be raised to the status of high schools. Speaking of the vernacular question, the Joint-Inspector says, "In its educational aspect the value of the reform cannot surely be overrated."

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123. The results of the middle English scholarship examination are given below. The standard is that of the middle vernacular scholarship, with English added as a language:—

Middle English Scholarship Examination, 1880.

Division.	Number of Schools sending Examinees.			Number of Examinees.				Number passed.			
	Government institutions.	Other institutions.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.	Private students.	Total.
Presidency	.....	80	80	.....	214	13	227	.....	118	4	122
Calcutta	1	.....	1	11	.....	2	13	9	.....	... ..	9
Burdwan	1	79	80	1	207	14	222	1	116	8	125
Rajshahye	2	32	34	8	100	11	123	2	77	5	84
Dacca	.....	63	63	.....	132	7	139	.....	80	.....	80
Chittágong	.....	14	14	.....	22	1	23	.....	15	... ..	15
Patna	7	36	43	21	116	12	149	14	68	2	84
Bhagulpore	.....	12	12	.....	27	3	30	.....	16	1	17
Chota Nagpore	.....	7	7	.....	10	2	12	.....	6	1	7
Orissa	.....	13	13	.....	47	2	49	... ..	39	1	40
Total ...	11	336	347	36	884	67	987	26	535	22	583

124. In the previous year 341 schools sent 976 candidates, of whom 592 passed. Last year 347 schools sent 987 candidates, of whom 583 passed. There is thus very little difference on the whole in the results of the two years. But taking the divisions separately, the Presidency has passed 26 more pupils, Patna eleven, and Rajshahye seven, the whole of these gains being absorbed by a loss of 47 in the Burdwan Division. No explanation is given of this serious falling off in Burdwan, except a reference to malarious fever. The Inspector of the Presidency Circle probably comes nearer the mark. While admitting that the middle English schools are still far from being in a satisfactory state, although no opportunity of insisting on the employment of efficient teachers has been lost, Mr. Garrett finds great encouragement in the results of the last examination, and looks forward with confidence to the future Though the last examination was the second held under the new standard, it was really the first at which boys appeared who had been trained in schools constituted on a vernacular basis. The full bearing of the change is therefore not yet manifest; and meanwhile the schools suffer from the disorganization incident to a period of transition. Still I am not altogether satisfied with this explanation. Much of the comparative failure may, it appears to me, be ascribed to the temporary unpopularity of the middle English scholarship, and to the fact that many boys in English schools, though fully qualified for that scholarship, prefer to compete for the vernacular scholarship as being worth more. The changes which have now been proposed with regard to the competition for and the tenure of middle scholarships (to be described in a subsequent paragraph), will also tend, it may confidently be predicted, to strengthen middle English schools, and to increase their popularity and success. If this explanation be not the true one, I am disappointed with the results of the examination, as tending so far to throw discredit upon the new system, from which we have anticipated results not merely equal to those of former years, but far in advance of them.

125. Middle Vernacular Schools.—The numbers are again given—

	1879-80.		1880-81.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	175	9,977	172	9,645
Aided „	820	40,283	769	39,941
Private „	90	4,302	87	4,622
Total ...	1,085	54,562	1,029	54,208

126. There is thus an apparent loss of 57 schools, which is really reducible to nine, 48 of them being, as before explained, aided Sanskrit tolls, which are classed this year amongst schools of special instruction. The loss

of nine schools is distributed between three Government, three aided, and three unaided. Of the Government schools one is the model school at Bogra, which has been converted into a middle English school by the addition of an English class; and another is the vernacular school at Jessore, which has been amalgamated with the zillah school at that station. There have also been several changes in the sites of model schools, many of which are transferred each year in accordance with the growing capabilities of some places, and the growing necessities of others, in matters of education. The loss of three aided schools is thus made up: thirty-three grants have been cancelled, including the Trevor School at Baraset, amalgamated with the zillah school, and the same number of new grants given; 13 vernacular have been converted into English schools, and 11 English reduced to vernacular; six lower have been raised to middle schools, and three middle reduced to lower; giving a net gain of one grant-in-aid school. Changes in circle schools have resulted in a loss of one; and changes in primary grant schools in a loss of three, 26 schools having been reduced from this class and 23 raised to it.

127. The chief loss in aided schools is found in the Presidency Division, where there is a decrease of eleven, ten of them in the 24-Pergunnahs and Jessore. In the former district five grants were cancelled for inefficiency and five new ones given; in the latter two grants were sanctioned and two withdrawn. These changes therefore balance one another. Of the ten schools in these two districts whose disappearance has still to be explained, one was converted into an English school, and two, being temporarily closed, sent in no returns; while the loss of seven is due to a more accurate classification of circle and primary grant schools, and is therefore merely nominal. But in the aided schools of Jessore there is a real loss of 200 pupils, who have gone off to the primary schools in the neighbourhood, drawn away (the Inspector remarks) by the attractions of the new reward system. A similar result has followed the introduction of this system in every district. In the Burdwan Division there is a decrease of five schools, and a more serious loss of nearly 400 pupils, again attributed by the Inspector to the general unhealthiness of the division. Six grants were cancelled—three for mismanagement and three from decay—and six new grants given; changes in class have resulted in a decrease of three middle schools; and two primary grant schools have been reduced. The Assistant Inspector explains that though middle vernacular schools have decreased in number, vernacular education has not suffered, since there has been an equal gain in middle English schools on a vernacular basis. In no other division is there any loss, except in Bhagulpore, where a decrease of three schools was caused by a reclassification of those aided from the primary grant. In Patna the Inspector remarks that vernacular schools under the grant-in-aid system have been growing weaker for some years past. Many, however, have been converted into English schools; and it is noticed that applications for new grants are almost wholly for middle English and not for middle vernacular schools. The spread of primary schools has of course much to do with this state of things. The Joint-Inspector gives a similar account of the schools in Orissa; "Middle vernacular schools," he writes, "are not quite so popular as middle English schools, the chief attraction of the former being the small sprinkling of English taught in them. Almost all the aided middle vernacular schools in Orissa owe their existence to individual liberality and public spirit, rather than to organized efforts on the part of the people who benefit by them;" and he looks forward to a time when the progressive development of primary education in Orissa will place middle education on a sounder footing than at present.

128. It is clear therefore that middle vernacular schools are not altogether popular or successful. They are in fact pressed upon in two directions. On the one hand, the primary system draws off the lower section of their pupils year by year in an increasing ratio, as the schools belonging to that system rise in standard; on the other, middle English schools under their new constitution possess all the attractions and advantages that vernacular schools ever had, and they offer instruction in English besides. The late reform, moreover, by assimilating middle English to middle vernacular schools has not only improved the standard of the former class, but has also made it easy for the latter to attain to it. Consequently, we are likely to see a considerable

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number of schools passing year by year from the middle vernacular to the middle English class. All this is very desirable. While English schools stand on their present sound footing, there is every advantage in getting as many vernacular schools as possible to adopt their course. Their pupils will lose nothing that they now possess, and they will gain in addition some slight knowledge of English; a knowledge of no special educational value, be it understood, but at any rate a useful acquisition in days when English terms are obtaining currency, and a knowledge even of the alphabet has its advantages.

129. This conversion will be largely helped by the adoption of proposals which I have recently made to Government with regard to the tenure of middle English and middle vernacular scholarships. At present the value of these scholarships is very unequal. The vernacular scholar gets Rs. 4 a month for four years, and pays no schooling fee; the English scholar gets Rs. 5 for two years, and pays the full fee. The former therefore gets on the whole from Government just twice as much as the latter. The result of this is, as I pointed out last year, that all the best boys in English schools are going for the vernacular scholarships. I have now recommended that the value of the English scholarship be Rs. 5 for three years, and that no fees be charged; a final year's free tuition to be allowed to those scholars of either class who have not read up to the Entrance standard within the period of their scholarships. The result would be to assimilate the value of the two classes of scholarships, and to make it somewhat more advantageous on the whole for an English than for a vernacular scholar. Under these proposals, also, it would not be necessary to declare beforehand the number of English and of vernacular scholarships. Students from any middle school would be allowed to offer themselves at their option for scholarships of either class; that is, they might take or refuse the English paper as they pleased. Those who did not take it, or those who having taken it failed to qualify in it, would be arranged in a general list, from which the vernacular scholars would be selected. Those again who gained qualifying marks in English and also in the vernacular would be arranged in another list according to the number of their total marks, and from them the English scholars would be selected. Thus a candidate could not gain an English scholarship unless he was also proficient in his vernacular subjects; while a candidate for an English scholarship, failing to pass in English, might still win a vernacular scholarship if his marks in the vernacular subjects alone warranted it.

130. An incidental but not inconsiderable advantage resulting from this proposal, and from another to which I have previously referred, would be the extreme simplicity of the classification which might then be adopted for schools. There being no sharp distinction between middle English and middle vernacular schools, since both classes would read the same course, compete for the same scholarships, and run into one another by insensible gradations, they might all be included under one head—middle schools, the accident of English or no English being regarded as neither a permanent mark of any school, nor a fact of any importance compared with the vernacular course; and, secondly, if lower vernacular be now classed as upper primary schools, the whole system of sub-collegiate instruction will be ranged under the three heads of high, middle, and primary, in full accordance with the requirements of the Government of India.

131. The extent to which English and vernacular schools are mutually convertible may be gathered from preceding paragraphs. In the past year the number of vernacular schools that have added an English class, and been recognized by the Inspector as middle English schools, has increased by 13; while 11 schools have discarded the teaching of English, and are now ranked as vernacular schools; that is to say, the stronger middle schools are taking up English, while the weaker are laying it aside. The total number of vernacular schools that have added an English class under the new regulations, without being yet recognized as English schools, is not exactly known, the necessary details not having been given in all the reports. I find, however, that in the 24-Pergunnahs there are 11 such schools, in Nuddea 7, in Jessore 15, in Howrah 8, in Burdwan 5, in Hooghly 10, in Sarun 4, in Shahabad 6, in Gya 4, in Mozufferpore 7, in Bhagulpore 4, in Monghyr 3;

besides smaller numbers in some other districts. Of Orissa the Joint-Inspector says:—"The question of adding English classes to middle vernacular schools has not advanced much further than was reported last year, though it is easy to see that, in Cuttack at least, where the demand for English education is the strongest, some of these schools will sooner or later be converted to the middle English class, under the increased facilities afforded by the Government orders." It is probable that there are not less than 100 vernacular schools which have added an English class, and most of which will in two or three years make good their claim to be classed as English schools by passing candidates at the examination. This is a change of the first importance; it is the direct result of the orders of 1877 constituting middle English schools on a vernacular basis, and was indeed confidently predicted from the first.

132. The following table gives the results of the middle vernacular scholarship examination:—

Middle Vernacular Scholarship Examination, 1880.

Division.	Number of Institutions sending Examinees.			Number of Examinees.				Number passed.			
	Government institutions.	Other institutions.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.	Private students.	Total.
Presidency	10	131	141	38	383	33	454	22	192	4	218
Calcutta	1	8	9	7	86	2	45	4	28	1	33
Burdwan	21	144	165	89	404	42	535	64	223	18	305
Rajshahye	19	97	116	74	259	38	371	36	131	6	173
Dacca	8	216	224	58	572	56	686	42	471	20	513
Chittagong	4	46	50	5	137	22	164	3	115	10	128
Patna	41	76	117	109	207	272	678	129	117	122	368
Bhagulpore	18	31	49	72	78	216	366	37	32	18	87
Chota Nagpore	12	11	23	28	24	16	68	14	14	4	32
Orissa	12	25	37	54	82	6	142	49	75	3	127
Total ...	146	735	931	624	2,182	703	3,509	400	1,398	206	2,004

133. In the previous year, 850 schools sent 2,490 candidates, and 1,423 passed. At the last examination, 931 schools sent 3,509 candidates, and 2,004 passed. This great advance not merely shows a general and decided increase in efficiency, due to the measures taken in the last few years with respect to the "inefficient margin" of schools, but it confirms the explanation which I offered in a previous paragraph of the comparatively unsatisfactory results of the examination of middle English schools, namely, that many of their best students had competed for the vernacular scholarship. If this be so, the joint results of the middle English and the middle vernacular scholarship examinations afford ground for satisfaction. Taking the two together, and comparing them with the corresponding examinations of the previous two years, we have the following results:—

	Number of competing middle schools.	Number of middle English and middle vernacular candidates.	Number passed.
1878	1,152	3,665	2,135
1879	1,191	3,466	2,015
1880	1,278	4,496	2,587

The examination of the year 1879 was the first under the new standard, and may therefore be neglected. Comparing the last examination with that of 1878, there is a very satisfactory advance in the number of competitors and of passed candidates. At the last examination 2,587 candidates passed by the full vernacular standard, against 1,541 in 1878; and as the vernacular course is, under the present system, regarded as much the most important element, the results speak well for the general advance of sound middle-class instruction.

134. The scholarship standard for the present year includes Dr. Cuningham's *Sanitary Primer*, translated into the vernacular; and this has accordingly been introduced into the course of all schools below those reading for the Entrance

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examination. In middle schools Baboo Radhika Prasanna Mookerjea's "Swasthya Raksha," and in lower schools Baboo Jadu Nath Mookerjea's "Sharir Palan," both of them works on the preservation of health in Bengali, have been introduced in addition to the *Sanitary Primer;* of the former an Uriya, and of the latter a Hindi, version exists. The *Sanitary Primer* has been translated into Bengali, Uriya, and Hindi, and printed in the two former languages. The Hindi version has been set up in Nagri type for use in middle schools; but in order to give it wide circulation among primary schools, a proposal was made that it should be printed in Kaithi. The proposal was readily accepted by Government, and orders were given to prepare and cast a fount of Kaithi type. The manifold variety of the Kaithi character as employed in different districts was the main obstacle that presented itself to the carrying out of this project. It has, however, been successfully overcome through the assiduous and valuable help afforded by Mr. G. A. Grierson, C.S., who combines practical skill as a printer with extensive knowledge of the varieties of the Kaithi character. He personally superintended the cutting of each letter, and has produced an alphabet which combines all the best forms of the letters current in Behar Founts of five sizes have been cast.

135. LOWER VERNACULAR SCHOOLS.—The following changes have taken place:—

	1880.		1881.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	5	439	9	293
Aided ,, ...	1,438	51,712	1,632	56,582
Private ,, ...	55	2,145	60	2,443
Total ...	1,498	54,296	1,701	59,318

136. The apparent increase of four Government schools is due to the omission in last year's returns of four schools of this class in the sub-division of Khoorda in Pooree. Aided schools show an increase of 194; of which 16 are grant-in aid schools under missionary management, 12 are circle schools, and 166 are schools aided from the primary grant; all of these having been promoted from the primary class, with the exception of 10, which are reduced middle schools. In the Presidency Division there has been an increase of 48 aided schools, of which 11 are grant-in-aid schools, 12 maintained from the circle, and 25 from the primary grant. In the Burdwan Division there is also an increase of 48 aided schools, all of which, with one exception, are aided from the primary grant. The greatest increase is in Bankoora, and is due to the introduction of the Behar system of chief gurus, in which a lower vernacular school is constituted the centre of a group of patshalas. In Rajshahye there has been an addition of 31 schools to this class, spread over all the districts. In the Patna Division there is an increase of 27, of which 17 belong to the single district of Shahabad, already noticed for the number of middle English schools recently opened in it. In the Bhagulpore Division 42 out of the 43 new schools are found in the district of Monghyr. This large increase is not clearly explained, but is conjecturally ascribed to a more liberal classification of the schools, and to the promise of more advanced teaching in them in the future. Chota Nagpore is the only division in which there is a decrease in the number of lower vernacular schools, 11 schools in Singbhoom having been restored to the primary class, to which they more properly belong. In Cuttack there has been a gain, and in Balasore a loss, of 15 schools under this head.

137. I have already expressed the opinion that there is no reason to object to the late increase in the number of lower vernacular schools, especially if they be henceforward regarded as coming within the primary system. In point of organization and discipline, they will serve as useful models to the primary schools in their neighbourhood; and though only a small proportion of the primaries are likely to advance to the "upper primary" standard, there is no great disadvantage in this. Schools so promoted can no longer compete for the primary scholarship; and though the lower classes still read the primary course, yet they lose the stimulus to master the old and useful subjects of that course which is supplied by competition for the scholarship. Many of them again are promoted to this class only by reason that their foremost pupils, having nowhere else to go after passing the primary scholarship examination,

remain in the school in order to continue their studies. In such cases there is danger of the lower classes being neglected in favour of the two or three pupils who are reading for the scholarship.

138. The following table shows the results of the scholarship examination :—

Lower Vernacular Scholarship Examination, 1880.

Division.	Number of Institutions sending Examinees.			Number of Examinees.				Number passed.			
	Government institutions.	Other institutions.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.	Private students.	Total.
Presidency	.....	155	155	... .	323	1	324	.....	132	1	133
Calcutta	.....	1	1	.. ..	4	1	5	.....	2	.....	2
Burdwan	.....	239	239	.....	669	7	676	... ..	577	2	579
Rajshahye	18	125	143	43	303	5	351	15	130	2	147
Dacca	3	97	100	7	229	12	248	5	149	8	162
Chittagong	6	78	84	14	185	1	200	12	117	1	130
Patna	.....	173	173	.....	395	2	397	.....	165	1	166
Bhagulpore	1	125	126	2	259	161	422	.....	99	1	100
Chota Nagpore	2	20	22	5	58	2	65	4	25	2	31
Orissa	5	82	87	20	217	5	242	18	207	2	227
Total ...	35	1,095	1,130	91	2,642	197	2,930	54	1,603	20	1,677

139. The results are much the same as those of the previous year, in which 1,139 schools sent up 2,731 candidates, of whom 1,677 passed. The late addition to the number of lower vernacular schools had of course no effect on the last examination, and will only slightly improve the results of the next. All the divisions show nearly identical results with those of the previous examination, except the Presidency, Burdwan, and Eastern Bengal. In the Presidency and Burdwan Divisions there has been an increase of 50 and 131 respectively in the number of passed candidates, while the divisions of Dacca and Chittagong together have lost 165. In the Burdwan Division the growing efficiency of these schools is attested by the fact that candidates passed from 91 per cent. of the competing schools, and from 75 per cent. of the whole number. No explanation is given of the great falling off in the Dacca and Chittagong Divisions.

V.—PRIMARY EDUCATION.

140. The total number of primary schools of all classes for boys, and of the pupils reading in them, is shown in the following statement :—

Primary Schools.

	1880.		1881.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	10	185	10	266
Grant-in-aid ,, ...	191	5,226		
Circle grant ,, ...	55	1,936	35,992	618,062
Primary grant ,, ...	28,736	529,960		
Total ...	28,992	537,307	36,002	618,328
Unaided schools	6,266	76,145	5,697	83,240
Grand Total ...	35,258	613,452	41,699	701,568

141. The Government schools are the same as in previous years, nine in the Mymensingh district for the children of the half-Aryan tribes on the lower slopes of the Garo hills, and the other at Putwarpore in an out-of-the way corner of the Pooree district. The grant-in-aid primaries are mostly under missionary management. As already pointed out in paragraph 12 of this report, the new forms of return make no provision for distinguishing between the different grants from which schools are aided. However, from independent district reports it is known that primaries aided from the grant-in-aid allotment are somewhat fewer, and those from the circle grant somewhat more, than in the preceding year.

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142. The circle grant continues to be applied more closely, year by year, to its proper object of raising the more advanced village schools to a higher standard. Its operations are restricted to the few districts to which it was originally applied by the late Mr. Woodrow, no addition having since been made to the grant; while the question of its extension was set aside by the institution of Sir George Campbell's primary scheme.

143. The changes in middle schools aided from the primary grant have been inconsiderable, as already pointed out in paragraph 14 above. They are mainly the consequence of the extension in the Presidency division, and to a less degree elsewhere, of the system of payment-by-results. A few so-called middle schools have sunk to the lower or to the primary class, while others of a stronger character have applied for grants-in-aid.

144. Lower schools show a large increase of 166. I have already (paragraph 14) expressed the opinion that with the object, among other things, of securing uniformity with the systems prevailing in other Provinces, it will be advisable to class these schools for the future as "upper primary schools," and so to include them in the primary system. Their standard is no doubt in some respects higher than the upper primary standard of the Government of India; but they are in origin identical with the ordinary village pathsala, and their circumstances and character mark them as belonging in reality to the primary rather than to the secondary system.

145. During the past year the system of payment-by-results may be said to have been in force more or less competely in all but five districts, viz., Bogra, Pubna, Darjeeling, Julpigoree, and Lohardugga. During the year the districts of Mymensingh, Furreedpore, Chittagong, Noakholly, Hazaribagh, and Singbhoom, which had already partially introduced the system, developed it still further by laying increased stress on the examination for rewards. But the extent to which the reward system can still be pushed will be evident from the fact that, so far, only half the amount set aside for primary education is awarded on the results of examination, the other half being still paid in fixed stipends. In some districts, in fact, little more than a beginning has been made; payment by results has been introduced indeed, but a quite insufficient share of the allotment has been appropriated to it. The proportion between stipendiary and rewarded schools will, no doubt, be greatly changed during the next two or three years; for after allowing full weight to the representations made by some of the local officers, that parts of Rajshahye, of Eastern Bengal, and of Chota Nagpore, are unprepared for the introduction of any form of the reward system yet tried, it seems nevertheless clear, from the experience of every district which has made the experiment, that the system of payment-by-results, in one form or another, is the only one by which we can hope to extend mass education. To this extension, however, a limit is fixed by the amount of Government money available; and it is clear that this limit has already been reached wherever the system is at work in any thorough-going form. From every Division, and from the large majority of the districts, complaints have come that the year's operations have been hampered by want of funds; while fears have been freely expressed by many of the Magistrates and Inspectors that, without a large increase in the Government assignment, the future success of the primary education system will be imperilled. The growth of that system has been so rapid, that the funds which were ample four or five years ago have now become wholly inadequate. The best of the gurus, who were then encouraged to improve themselves and their schools by the prospect of receiving rewards of Rs. 60 or Rs. 70 at the yearly examination, now earn hardly half those sums, while the earnings of the poorer class of teachers are reduced to the merest pittance. During the past year, the average payment made to the teacher of an aided primary school did not exceed Rs. 8-8, while he received about Rs. 31 from the village, besides the customary payments in kind, such as clothes and rice. We can hardly hope to control and improve the course of study in primary schools throughout the country, unless we have more substantial inducements to offer. The addition of a lakh of rupees which has been made to the primary allotment of the current year will afford great and much-needed relief to those districts in which the system has been most vigorously pushed; while the officers who have hitherto hesitated to introduce or to extend it will now find themselves in possession of ample funds for that purpose.

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146. How greatly one district differs from another will be evident from the following comparison, showing for each district the proportion which boys at school bear to those of a school-going age, in all schools, whether aided or unaided, that come under the primary system. The boys of school-going age are reckoned, as in England, at 15 per cent. of the male population. The first place is taken by Burdwan, which has 40,000 boys in primary schools, out of a total school-going population of 84,000, or nearly one-half. (It may be noticed parenthetically that, if pupils in schools of all classes be reckoned, there are 47,000 boys at school in Burdwan, or more than half,—a proportion which is not reached by any other district.) Balasore and Bankoora come next, with two boys at school out of five; and Midnapore follows closely. Then come Hooghly, with nearly one boy in three at school; and the 24-Pergunnahs, Howrah, Tipperah, Beerbhoom, Noakholly, Cuttack, and Pooree, with one in four. Patna and Backergunge have one in five; Monghyr and Bhagulpore, one in six; Jessore, one in seven; Nuddea, Maldah, and Singbhoom, one in eight; Dacca, Gya, Mozufferpore, Shahabad, Moorshedabad, Furreedpore, Chittagong, and Manbhoom, one in nine or ten; Rajshahye, Pubna, Sarun, Durbhunga, Dinagepore, and Lohardugga, one in 11 or 12. Then follow Chumparun, the Sonthal Pergunnahs, Hazaribagh, Purneah, Bogra, Julpigoree, and Darjeeling, with one in 14 to 16; Mymensingh, one in 18; and Rungpore, one in 19.

147. In the chief-guru system which prevails in Behar, and which aims at 'diffused encouragement' rather than 'concentrated inspection,' less stress is laid on examination by standards than on registration, aided by the wide distribution of easy primers printed in the Kaithi character. The supervision of the chief gurus supplies a slight but closely-knit organization, whose meshes cover the whole known field of elementary instruction. Under this system more accurate information can be obtained about indigenous schools than probably under any other; but it is not one from which we can look for any great improvement in the standard of instruction. The chief guru moves about among the patshalas that form his circle, and there is no doubt that by his presence and influence they are kept at work, and their average of attendance raised. Though his declared functions as a teacher of his subordinate gurus are probably not allowed to take up an undue share of his time, yet there appears to be some danger that he may regard himself chiefly as a peripatetic officer, and in this way the interests of his own pupils will certainly suffer. The average number of miles travelled by a chief guru varied from 113 in Mozufferpore to 749 in Patna, and the visits paid to the schools in his circle, which are usually 25 to 35, varied from 89 in Mozufferpore to 347 in Chumparun. The higher figures represent an excessive amount of inspection, which cannot but be injurious to the chief guru's own school. The more of a patrol and the less of a guru he becomes, the more widely he departs from the central idea of his constitution; but if that restriction be borne in mind, he is likely to form a useful intermediary between the departmental officers and the indigenous schools of the country. He has the patshalas in hand; and whenever we determine to intervene more directly and effectively in the control and improvement of the schools, the chief-guru system will enable us to do so by the organization which it has established.

148. The Joint-Inspector of Orissa attributes the success of the payment-by-results system, not so much to the rewards that are given as to the principle of emulation, which, he thinks, it has turned to account in a manner no educational system ever did before. It has galvanized the indigenous mechanism of education into new life, by infusing into it a healthy spirit of competition. "Indigenous education, as it heretofore existed, had very little in common with an organized system. Each patshala stood by itself, a disjoined and isolated unit in the vast net-work of schools scattered all over Orissa, without a common principle to animate the mass. This element of unity has been supplied by the scheme of payment-by-results. I have watched its progress very carefully, and it has been to me an agreeable surprise to find abadhans, who had had no sort of school-training whatever, competing on equal terms with those who had been regularly trained in the normal school, and sometimes beating them in the race. The people do not care so much for the money-rewards, provided their children succeed in passing the test; and an abadhan who fails to show good results has hardly any chance of getting a

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decent livelihood. The organization of inspecting pundits has added a new element of popularity to the system. These officers, at least the most capable among them, are generally looked upon by the intelligent portion of the community as their best advisers in educational matters. Their criticism is often invited on points affecting the welfare of patshalas, and they exercise strong influence in the selection of teachers when vacancies occur in indigenous schools."

149. One other point of general importance may be noticed. In those districts in which the system of payment by standards has received the greatest development, and in which, consequently, attention has been largely directed to the new subjects of the primary scholarship course, namely, slate-arithmetic and the reading of printed books, it has been observed that some of the old subjects of patshala instruction, though these are generally required for the scholarship, have fallen into comparative neglect. This is especially the case with mental arithmetic,—a subject on which no great stress can be laid in the scholarship examination, since that has now come to be conducted more and more fully by written papers, the number of candidates, which increases yearly, preventing the use of *vivâ voce* questions to any great extent. But this evil, the existence of which has been specially noticed in Midnapore and in Orissa, is a serious one. Readiness and rapidity of calculation have been the pride of patshala pupils and the strength of patshala instruction for many generations; and we shall have altogether failed to make the best use of the materials at our command unless we preserve and confirm their most useful elements. It is only on condition that these are retained that our interfence with the patshalas can be really justified. It is no doubt a great thing to have placed a printed book, even of the simplest kind, in the hands of 200,000 boys, who, but for the action of Government, would have been for ever excluded from that form of education. But the results which spring from the gradual spread of elementary education are those which affect the mass, rather than the individual, and in which the obvious needs of his daily life are not concerned. The old patshala course, on the other hand, was directly determined by his daily wants, and taught him just so much as he might stand in need of at any moment in order to guard himself against fraud or loss. The blessings of education will not be of much value to him if they involve the diminution of his personal security and of his means of private defence. The immediate remedy for the evil which has been noticed lies in revising the rates offered for different subjects at the preliminary or pass examination, and in substituting *vivâ voce* questions for written papers in arithmetic and perhaps in other subjects; for it is the pass, and not the scholarship examination, that chiefly governs the course of patshala instruction.

In the following paragraphs a brief statement is given of the progress of primary education in each district. In most cases I have had the advantage of the special report of the Magistrate in addition to that furnished by the Inspector.

150. PRESIDENCY DIVISION.—The number of aided primaries has declined from 1,998 with 66,144 pupils to 1,985 with 62,180 pupils. Unaided schools have increased from 705 with 17,899 pupils to 948 with 24,057 pupils. There was a large increase of aided schools in Jessore; and in the 24-Pergunnahs a considerable loss, which is however only temporary. In Nuddea there was a loss of some 50 schools owing to the epidemics of fever and cholera which swept over large parts of the district. Moorshedabad shows a loss of four schools. Great changes have been introduced in the system on which the primary grants are administered in the 24-Pergunnahs and Jessore, and to a less extent in Nuddea; these are noticed in succeeding paragraphs. Of the boys of school-going age, one in six is at school.

151. *24-Pergunnahs.*—Population 2,248,000; primary grant Rs. 12,000, to which was added Rs. 2,000 specially sanctioned for the year. On the 31st of March there were 596 aided primary schools for boys with 21,493 pupils; and 13 for girls with 333 pupils. Of these 16 were grant-in-aid schools, 30 received stipends, and 550 were "reward" schools. In the previous year there were 790 aided schools for boys and six for girls, with 29,552 and 172 pupils respectively. Unaided schools were 772 for boys with 19,666 pupils; and 18 for girls with 703 pupils; against a total of 508 in the previous year. The totals are 1,399 this year with 42,195 pupils; against 1,304 with 41,879 pupils in the previous year. The large transfer of schools from the aided to

the unaided class is due to the change of system from quarterly examinations *in situ* to annual examinations at centres. In making this change a sufficiently large number of centres was not selected; and as a consequence, many schools hitherto aided failed to put in an appearance on the examination day, and were thus, *ipso facto*, removed to the unaided class. This was a misfortune, but in the present year it is to be hoped that nearly the whole of the unaided schools will pass into the other class During the year a more thorough-going system of payment-by-results was introduced. The system of quarterly examinations, started in 1875, was in force until the second quarter of the year. In the opinion of some of the district officers that system was favourable to the progress of primary education. It seemed to me, however, to be incapable of expansion, and to be too elaborate even for the schools already in existence. In November of last year Mr. Beadon substituted for it the form of the Midnapore system worked so successfully by him in Orissa. In supersession of the old rules, the gurus were notified that the quarterly examinations were at an end, and that in their stead there would be only two examinations in the year, one called the pass examination with a higher and a lower standard, and the other the primary scholarship examination, success in the former being a condition of admission to the latter; that the first pass examination would be held on the 1st, 15th, and 22nd December 1880; and that all gurus wishing to compete should be present with their pupils on the above dates at certain fixed police-stations and outposts, 45 in number. Accordingly, on each of those dates two of the six sub-divisions were taken, and the examination held simultaneously in all the centres. However, as already remarked, the number of centres selected was too small, and in consequence only 601 schools sent up candidates. Besides this, another mistake was made. Misled probably by the different conditions existing in Orissa, the Magistrate had fixed the rates of reward too low. Thus, for each boy passing by the higher standard a guru was to get six annas for each subject, and for each passing by the lower standard two annas for each subject; while the pupils who passed received six annas and two annas according to the standard. The higher standard included *Bodhoday*, arithmetic, *subhankari*, (or rules of mental arithmetic), zemindari work, and bazar accounts; the lower included reading print, arithmetic, and *subhankari*. It is clear that the rates for gurus were unnecessarily low, in a district where no sudden and great increase in the number of primary schools was to be looked for, as in the districts of Orissa; even in Midnapore, with similar standards, the rates were nearly three times as high. This mistake, however, like that made in the selection of sub-centres, can be easily avoided in future, both by increasing the rates to gurus, and by reducing the needlessly high rewards for boys. Of the 5,495 pupils who appeared for examination at the sub-centres from 631 schools, 5,273 from 601 schools earned rewards; 538 passed the higher standard in all subjects; 2,027 passed in reading and writing; 1,351 in arithmetic; and 1,098 in zemindari. The lower standard was passed by 3,085 in reading and writing; and by 2,716 in arithmetic. Certificates entitling them to admission to the primary scholarship examination were given to pupils who passed the higher standard in two or three subjects. Of those thus admitted, only 508 from 209 schools actually appeared at the second or scholarship examination, and of these 217 passed, 97 in the first and 120 in the second division. The standard of examination included the subjects of the previous examination, with manuscript reading and mensuration added for boys, and sewing substituted for girls. The rewards for passes at the second examination were at the rate of one rupee and eight annas, for the first and second divisions respectively. It is a pity that mistakes were made at the outset; but nothing has occurred to justify the unfavourable criticisms passed on the scheme by some of the sub-divisional officers. The Magistrate, Mr. Lyall, has already rectified the two defects noticed above. For another defect, to which all forms of the Midnapore system are liable, namely, the disappearance of mushroom schools immediately after the examination for rewards is over, the following remedy has been suggested:—that instead of paying down at the time of the examination the full amount of the rewards earned, only half should be so paid, the balance being paid in the middle of the year, on condition that the school continues to work during the interval. This

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delay would, it is believed, ensure the permanence of the school until the attractive influence of the next examination began to make itself felt; or if not, it would at any rate save half the reward money. There is no reason why the system should not be successful here as it has been elsewhere. The total amount of Rs. 14,000 for mass education was expended thus:—On lower schools Rs. 1,019; on stipendiary primaries Rs. 596; on "reward" schools Rs. 12,176; on purchase of Dr. Cuningham's Sanitary Primer, contingent charges, &c. Rs. 209.

152. *Nuddea.*—Population 2,022,800; primary grant Rs. 18,000. On the 31st of March there were 553 aided primary schools for boys and 40 for girls, with 15,467 and 746 pupils respectively, against 599 schools for boys and 25 for girls, with 18,405 and 605 pupils respectively, in the previous year's returns. There were only two unaided schools against three last year. In the Government khas mehals aid is given to three schools The Sudder, Bongong, Mohespore, and Ranaghat sub-divisions showed a loss in schools, while all six sub-divisions showed a loss of pupils, from over a thousand in Bongong and nearly 900 in the Sudder, to something less than a hundred in Kooshtea. This serious loss is attributed by the district officers to the prevalence of fever, which raged during the months from August to December. The sub-inspectors report that many of the schools were temporarily closed; while at others which were kept open the attendance of pupils was little more than nominal, and the boys had not come back to many of the schools even at the end of March. The loss in the Bongong and Sudder sub-divisions is so great that it might have been suspected that the returns were not properly collected, had not Ranaghat and Meherpore shown a similar, though less serious, loss. Independent evidence is forthcoming to show that the lower classes of the population, and among them especially old people and children, suffered most from the fever. In May 1880 the Magistrate distributed the primary fund allotment among the several sub-divisions. Instructions were given to sub-inspectors to avoid any sudden stoppage of fixed grants that had been enjoyed since 1872, but, with this precaution, to extend the system of payment-by-results, on examinations which were to be held half-yearly. All transfers of grants were forbidden, and failure at the primary scholarship examination was made the ground for withdrawing or at least reducing fixed stipends. Detailed directions were also issued to the sub-inspectors, through the sub-divisional officers, to induce pound-keepers, gomastas, and shop-keepers to open patshalas to be aided under the reward system. However, for more reasons than one, last year was ill-suited for the extension of the new system. Besides the widespread sickness among the children of the poorer classes, the attention of the sub-inspectors was distracted from the work of opening new patshalas by their employment on the business of the census. Nevertheless the "reward" schools rose from 270 to 301, and as many as 60 more are reported to have disappeared in the interval between the preliminary examination in August and the final examination. It will not do, therefore, to judge of the prospects of the system from last year's experience. As was to be expected, all the sub-inspectors report that there is a general dislike of the new system among the gurus, and that those who have opened new schools have much less education than the old stipendiary gurus. There is nothing strange in this; and until the fixed monthly grants are discontinued throughout the district, and all aid is given after competition, there will be grumbling and discontent among the less fortunate gurus, and the better class of teachers will refuse to open schools. Some of the sub-inspectors suggest, in order to reduce as much as possible the difference between the stipendiary and the reward schools, that the examinations for rewards should be held four times in the year. The Magistrate considers this neither practicable nor desirable, and I am quite of the same opinion. I would go further, and substitute a single examination in the year for those now held half-yearly. As recommended for the 24-Pergunnahs, the stability of the schools might be ensured by paying at the time only half the reward earned, and the balance six months later after inspection. The result will be the same, and the sub-inspectors will have more time for inspection of schools *in situ*, an important point. After the disastrous floods of 1879, and the sickness of 1880, it may be hoped that a more favourable season will enable the sub-inspectors to show better results in 1882. Just

half the pupils were returned as being able to read and write easy sentences, nearly a hundred having reached the middle stage of instruction. The difference in progress between the stipendiary and the rewarded schools was shown by the fact that, of 152 schools which sent up candidates to the primary scholarship examination, all but 22 were stipendiaries. The Magistrate gives no detailed account either of the examination for rewards or of the standards fixed. It appears, however, that central examinations were held twice during the year, and that one-fourth of the district allotment was paid away in rewards, instead of one-tenth as in the previous year. Three important changes were made in the method of conducting the primary scholarship examination. More centres were selected for the examination, thus bringing it within the reach of a greater number of children; a uniform set of printed questions was used throughout the district; and those who passed were classified in three divisions. These improvements were all satisfactorily carried out. The want of an additional sub-inspector for the large and unwieldy sub-division of Bongong was very much felt. The subjects of examination were *Bodhoday*, hand-writing, mensuration, the four rules of arithmetic, *subhankari*, zemindari and bazar accounts, and the Sanitary Primer. The number of competing schools rose from 128 to 152, and that of candidates from 317 to 344; 30½ per cent. of the candidates passed, against 28 per cent. in the previous year, 30 in the first division, 94 in the second, and 61 in the third. The number of primary schools for girls is 41 with 746 pupils. Mr. Tayler, the Magistrate, awarded Rs. 150 in special prizes to these schools, and created two special scholarships for their benefit. Only seven girls, however, competed, and five reached the standard, which was the same as that for boys, with the substitution of needlework for mensuration and zemindari accounts. The grant of Rs. 18,000 was spent as follows:—Rs. 62 on one middle school; Rs. 2,900 on 58 lower schools; Rs. 14,212 on primary schools; and the balance under various contingent heads.

153. *Jessore.*—Population 2,211,000; primary grant Rs. 16,000. On the 31st of March there were 580 aided primary schools for boys and 16 for girls, with 18,744 and 316 pupils respectively, against a total of 362 with 12,095 pupils in the previous March. Unaided schools fell from 169 with 4,437 pupils, to 146 with 3,781; including seven girls' schools with 109 pupils. There was thus the large increase of 234 aided schools, while the apparent loss in unaided schools simply means that the number of the unaided of previous years, which last year came under the influence of the reward system, exceeded the number of new schools which that system called into existence. Of the schools returned as unaided nine receive aid from khas mehal funds, while other five receive aid from the Jessore Municipality. The Midnapore system was extended to the whole district during the past year, and has been attended with encouraging results. Two chief classes of schools are recognized; stipendiary schools on Rs. 3 a month (the number being limited to ten in each of the seven educational circles), and reward schools paid on the results of the annual examinations. Besides these, nine schools for secondary instruction in each sub-division are aided from the primary fund; four, which have reached the lower vernacular scholarship standard, receiving Rs. 5 each a month; and five, which have advanced beyond the primary without having yet reached the lower vernacular standard, receiving Rs. 4 each. Further, each circle is allowed Rs. 20 a month for the encouragement of schools and classes for girls. Night-schools are aided under the reward system. The system as working in Jessore differs but slightly from Mr. Harrison's; and under Mr. Barton's supervision, it has been brought into operation by the Deputy Inspector, Baboo Durga Prasanna Mookerjea, formerly one of Mr. Harrison's most experienced sub-inspectors. Under the Midnapore rules, a district is marked out for convenience of examination into circles and sub-circles; and sub-committees of four or five members, with a head guru as Assistant Secretary, are appointed for the double purpose of assisting at the examinations, and of generally promoting the cause of popular education. The examinations are two—the sub-centre examination for rewarding the gurus, and the centre or prize examination for allotting primary scholarships and other prizes. The subjects of examination at the sub-centres are, (1) reading and writing, (2) arithmetic (written and mental), (3) zemindari and mahajani, and (4) dictation with explanation. The scholarship examination is more difficult, and includes mensuration. In the case of the first two subjects, the standard is

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divided into a lower and a higher; the reward for each boy passed being eight annas and one rupee respectively. One rupee is the reward for passing a boy in the third subject; while in the fourth subject both pupil and teacher receive a reward of Rs. 2 each, one prize being given in every batch of 50 boys examined. In the case of girls the rewards in the first three subjects are doubled. Then there are rewards of small amount, for "register-keeping and stability of schools," intended to supplement the earnings of the less fortunate teachers. The head gurus, or Assistant Secretaries, are allowed, over and above their earnings at the examination, a sum of Rs. 12 a year for the work of collecting returns, explaining the rules to the gurus, assisting at the examinations, &c. Lastly, every set of returns from a registered school earns a reward of one rupee. Various safeguards are in force to prevent cheating and deception on the part of boys or gurus. In Jessore, the whole area is divided into 84 sub-circles, with a radius of some five miles each, and in each a Committee with President, Secretary, and Assistant Secretary is formed; the circles for the prize or scholarship examinations remain as before, seven in number, corresponding to the sub-divisions. During the year under review, 503 schools with 15,069 pupils were aided under the new rules, the numbers ranging from 81 schools in Narail to 54 in Jhenida. It is satisfactory to note that in Narail, where the first experiment was successfully made in the previous year, the number of schools shows a further increase. Altogether the Magistrate considers that the results of the year's operations are most encouraging. For it must be remembered that Jessore, unlike Midnapore or Cuttack, has very few indigenous patshalas, and that an increased number of schools in our returns means so many new schools, and not merely that number of indigenous schools brought within the inner circle of Government supervision. Of the 4,467 pupils from 503 schools examined at the sub-centre examinations, 1,477 earned rewards in reading and writing by the higher standard, and 1,679 by the lower; 1,071 by the higher standard in arithmetic, and 1,458 by the lower; while 771 passed the examination in country accounts, and 128 won the dictation prizes. The sub-inspectors being new to the work fixed the standards a little too high,—a fault on the right side. As a consequence, Rs. 1,400 remained unawarded, and were given in additional rewards at the primary scholarship examination. Only Rs. 5,348 were given away at the sub-centres. The receipts of the gurus at the two examinations averaged Rs. 13 per man. The primary scholarship was conducted by written papers; 270 out of 534, or 50 per cent. of the candidates, passed, against 296 out of 608, or 48 per cent. in the previous year. The sub-divisional officers write in high terms of the success of the system. The allotment of Rs. 16,000 was thus spent:—Rs. 3,600 on secondary schools; Rs. 12,130 on primaries; and Rs. 151 on contingent charges.

154. *Moorshedabad.*—Population 1,201,000; primary grant Rs. 10,356. On the 31st of March there were 256 aided primary schools for boys, and eight for girls, with 6,476 and 186 pupils respectively, against 247 schools for boys and eight for girls, with 6,092 and 177 pupils in the previous year: unaided schools were 36, including one girls' school, against 48. The decrease in the numbers returned for these schools is unsatisfactory. In November 1880 a modified form of the Midnapore system, combining the stipendiary and the reward system, was introduced. Little, however, was done, and the district officers report their intention of carrying out the new scheme more thoroughly during the year 1881-82. However, a sum of Rs. 1,986 was distributed as rewards to 190 schools for success in the central examinations. These examinations of primary schools were conducted as in the previous year, the rewards of eight annas, twelve annas, and one rupee, being given to the gurus for each pupil passing by the lower, middle, or higher standard. The Inspector reports that 18 of the successful schools closed immediately after the examination. This points to the advisability of introducing a rule similar to that proposed for the 24-Pergunnahs, in order to ensure the permanence of the schools. The Magistrate does not anticipate any great success for the new system, for reasons often repeated in past years, such as the small size of the villages, and their distance apart. At the primary scholarship examination, 53 boys passed out of 153 candidates from 58 schools. Last year the number was 28 boys out of 127 from 54 schools. Of the primary

fund Rs. 7,530 were spent on primary schools. The large balance of Rs. 2,800 remained. Of the boys of school-going age, more than one in ~~three~~ is at school. PRIMARY EDUCATION.

155. BURDWAN DIVISION.—The total number of primary schools has advanced from 6,806 with 158,327 pupils, to 8,437 with 184,410. Of these 79 are under the grant-in-aid rules, and (excepting two) under missionary managers; the aided primary schools are 7,540 with 171,428 pupils, against 6,316 with 149,845 pupils; while the unaided schools have increased from 490 with 8,482 pupils, to 897 with 12,982. Besides the primaries, 6 middle, 275 lower, and 13 girls' schools are aided from the primary fund, the numbers in the preceding year being 8 middle, 228 lower, and 11 girls' schools. The increase is spread over all the districts. In Hooghly 385 additional unaided village schools were brought to light; while in Burdwan, the village chowkidars and the sub-inspectors of schools reported 459 unaided village patshalas not yet on our books, of which however only 31 were afterwards brought on the returns. The total expenditure was Rs. 3,85,636, of which Government paid Rs. 56,664, or 15 per cent. All were Hindus, except 15,229 Mahomedans and 2,267 "others," chiefly Sonthals. The Sonthals are in Mission Schools, and do not come to the district examinations. A provisional scheme has lately been sanctioned for opening schools among the 181 Sonthal villages, with their 12,946 inhabitants, in the Beerbhoom district. Mr. Beames writes:—"I doubt if the arrangements recently made by the Director for Sonthali education will be sufficient. The Director and myself were working at the same subject without being aware of each other's views or plans. I am willing to accept the Director's scheme for the present, but I hope that he will be prepared to go with me if I ask for a wider scheme hereafter." The present scheme is purely tentative and experimental; I shall be glad to find it also insufficient. The payment-by-results system is now worked in all six districts. The Inspector however writes—"It is impossible to call the Beerbhoom system, as introduced by Mr. Grant, and worked last year by Mr. Armstrong, the Midnapore system, seeing that, of the seven rates of rewards, only the two highest depend on the results of the examination, so that only a very small number of schools received rewards for results." Mr. Larminie's modification of the Midnapore system is still worked in Burdwan; and the Behar modification, or "chief guru" system, has been introduced into Bankoora The Commissioner writes:—"No change has been made in the system of patshalas. I think it an extremely bad plan to allow gurus to bring only selected boys to examination. This means that they cram one or two show boys, and neglect the rest. I have always had grave doubts about the payment-by-results system. It makes a great show for the money, but there is no means of testing whether solid progress is being made. I would rather have fewer patshalas well taught and looked after, than the already immense and ever-growing crowd of them only rarely and superficially inspected, and only assumed to be doing good work because they appear at an examination. I have received reports of these examinations only from Hooghly, and in that district the report was a mere dry mass of figures, with no intelligent *résumé* of the results attained, and nothing to enable me to form an opinion as to how far primary education of the proper kind was really being imparted. I say of the proper kind, because patshala education, as originally conceived, was meant to be only such education as would enable little peasant boys to read and write and cypher, and so take care of their own small interests when they grow up. How far this is being kept in view, I have no means of judging, but I fear that emulation, and a desire to rise out of their proper sphere, is being instilled into the minds of patshala boys very generally, and this is much to be regretted." In view of the same defect, namely, insufficient inspection, but holding a different opinion as to the remedy to be applied, the Circle Inspector points out that the primary school system has out-grown the regular supervision of the subordinate inspecting staff, and that without a large addition to that staff, a system of auxiliary supervision, such as is supplied by the chief guru scheme, will have to be introduced into all districts. I do not share the Commissioner's apprehension that patshala boys are being educated above their station; although it is true that, as in Midnapore for example, the development in late years of book-reading and of the system of written examinations has been occasionally attended by a temporary neglect of mental arithmetic.

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156. *Burdwan.*—Population 1,924,000; the primary grant is Rs. 16,700. The number of aided primary schools has risen from 1,070 with 32,274 pupils, to 1,228 (including five mission patshalas maintained from the grant-in-aid fund) with 36,284 pupils; 549 being stipendiary and 779 "reward" schools. The unaided schools are 31 with 1,022 scholars, against 15 with 293 of the year before. Besides these there are six primary girls' schools, one of which, viz. that at Jaogram, is supported from the grant-in-aid fund, and the remaining five from the primary fund. These contain 67 pupils. The primary education scheme, as originally introduced by Mr. Larminie, continued during the year with slight modifications. Mr. Larminie considers the combined system of stipends and rewards to be very successful; though he is of opinion that all the schools in the district have now been brought under inspection, and that no great increase in the number is to be looked for. It having been made optional with the gurus to bring either all or selected boys to the central examinations, the number of candidates was less during the year under report than in previous years. These examinations were held at 64 centres. The number present was 12,307 boys and 128 girls from 807 patshalas, while the number in the previous year was 15,801 boys and 147 girls. The total number passed by the two standards was 9,015 students, including 36 girls, against 8,188 of the year before. The gurus received rewards at the rate of eight annas for every boy and one rupee for every girl passing by the first standard, and four annas for every boy and eight annas for every girl passing by the second. They also earned rewards for success at the primary scholarship examination, at the rates of Rs. 4, Rs. 3, and Rs. 2 for every candidate passing in the 1st, 2nd, and 3rd division respectively. The amount of the primary grant is Rs. 16,700. The way in which it was expended was as follows:—

	Rs.	A.	P.
For lower schools	3,500	0	0
Stipendiary primary schools	5,673	0	0
Rewards paid to gurus of lower schools for success at the lower vernacular scholarship examination	487	0	0
Rewards paid to gurus of primary schools	6,137	0	0
For submission of returns	428	0	0
Rewards paid to gurus of lower and primary schools for passing girls at the girls' scholarship examination	38	0	0
Prizes awarded at central examinations	335	0	0
Contingent charges	101	0	0

157. *Bankoora.*—Population 1,044,000; the primary grant is Rs 10,300. Aided primaries are 1,186, against 767 in the previous year. On account of the introduction of the chief guru system, the number of stipendiary patshalas has been reduced from 219 with 8,472 pupils, to 77 attended by 2,446 students; while that of rewarded primaries has increased from 315 with 8,301 students, to 767 with 21,036. The patshalas that have received a fee for the submission of returns number 342 with 4,761 pupils, against 233 schools with 4,552 pupils of the previous year. The number of unaided schools returned this year is 34, numbering 386 students, against 14 attended by 338 of the year before. There has been on the whole a gain of 439 schools and 6,966 pupils. 741 patshalas sent 11,476 pupils to the central examinations; and 1,636 of these from 593 patshalas earned rewards. The central examinations were presided over by the District Magistrate at eleven centres, by the Assistant Inspector at seven centres, and by the Deputy Inspector at 30 centres. Here, as in Nuddea, which also has many stipendiary schools, the Magistrate reports that the "results" examination is very unpopular with the gurus. The district primary allotment is Rs. 10,300. The expenditure is shown below:—

	Rs.	A.	P.
Stipends to lower vernacular schools	2,352	0	9
Ditto primary ditto	658	13	8
Rewards to gurus	4,186	7	6
Amount paid for returns	1,106	4	0
Rewards to boys, including tiffin-money, &c.	924	12	0
Cost of educating girls	836	2	0
Scholarship	54	8	0
Miscellaneous	112	1	6

158. *Beerbhoom.*—Population 792,000; the primary grant is Rs. 6,702. The number of aided primaries has risen from 428 with 11,354 pupils, to 537 with 14,024; while that of unaided patshalas has necessarily decreased from

111 attended by 2,538, to 22 with 343 pupils. On the whole there has been a gain of 20 schools and of 475 pupils. The reward examinations were held at 17 centres, and were superintended by the deputy and sub-inspectors, assisted by the teachers of middle vernacular schools Seven rates of reward, varying from Rs. 30 to Rs. 2, were offered to gurus in consideration of the number of pupils attending their patshalas, the number of months they had worked during the year, and the manner in which their pupils acquitted themselves at the central and scholarship examinations. Though the Magistrate writes of this as the "Midnapore system, with certain modifications introduced by Mr. Grant in the year 1878-79," the modifications have left nothing of the results system, except so much as is involved in the expenditure of Rs. 98 in rewarding boys and gurus at special central examinations. No particulars are given by the Magistrate with regard either to those examinations or to that for the scholarship, except that 161 boys passed out of 282 from 94 schools, against 182 out of 268 candidates from 100 schools in the previous year. The amount of the primary grant is Rs. 6,702. The expenditure is given below:—

	Rs.
Stipends to middle vernacular schools	60
Ditto lower ditto	1,106
Ditto primary ditto	5,438
Rewards to primary school-boys and gurus at special central examination ...	98

159. *Midnapore.*—Population 2,515,000; the primary grant is Rs. 24,000. The number of aided primaries, including a girls' school, is 3,419 with an attendance of 62,915 pupils, against 3,212 schools with 60,282 students of the year before. Thus there is a gain of 207 schools and 2,633 pupils. The number of patshalas receiving rewards is 3,328, attended by 60,838 pupils. The unaided patshalas, 400 in number, contain 6,225 pupils, against 343 attended by 5,238 students of the preceding year. The reward examinations were held at 122 sub-centres. 3,353 patshalas with 58,768 boys and 901 girls competed; the corresponding figures of the previous year were 3,149 patshalas, and 58,095 pupils. The number passed by the higher standard was 2,745 boys and 47 girls, against 2,324 boys and 45 girls, showing an increase of 421 boys and two girls over the figures of the preceding year. For the lower standard 9,931 boys and 230 girls passed, against 8,127 boys and 211 girls of the year before. The following is an analysis of the examination results of the last two years. In 1879 there were 20,329 candidates from 3,149 schools, last year there were 21,349 from 3,353 schools. Last year there were 453 girls among the candidates against 409 in 1879. In 1879, in reading and writing 2,324 boys and 45 girls passed by the higher standard, and 8,127 boys and 211 girls by the lower standard; last year 2,745 boys and 47 girls passed the higher standard, and 9,931 boys and 230 girls by the lower. In arithmetic in 1879, 1,977 boys and 11 girls passed the higher, and 1,534 boys and 58 girls the lower standard; last year 1,758 boys and 6 girls passed the higher standard, and 6,846 boys and 49 girls the lower. In zemindari and mahajani accounts only 459 boys and 2 girls passed in 1879, and 602 boys and 2 girls last year. In dictation 488 passed last year, against 462 in 1879. These figures show satisfactory progress under reading and writing only: the falling off in arithmetic calls for careful attention on the part of the Magistrate, as does the small number of passes in zemindari accounts. The remedy in both cases would be found in a fresh adjustment of the rates of reward under the different heads. Very insufficient provision has yet been made for the primary education of Mahomedans, but measures are being taken with that object. To the scholarship examination 1,317 candidates came up from 465 schools, against 1,436 from 542 schools in 1879; 774 passed, 130 gaining half marks, 280 three-eighths, and 364 a quarter. The district primary allotment is Rs. 24,000 which, together with the receipts from the Government khas mehals and with

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contributions from Wards' estates and zemindars, amount to Rs. 27,710-13-10. This money was expended in the following manner :—

	Rs.	A.	P.
Stipends to middle vernacular schools	48	0	0
Ditto to lower ditio	2,391	0	0
Rewards for the results of lower vernacular scholarship examinations ...	354	0	0
Stipends to mission primary schools	540	0	0
Maktabs	170	0	0
Attached girls' class	24	0	0
Night-schools	48	0	0
Rewards to gurus and pupils	18,498	0	0
Ditto ditto at the central examination	2,268	6	6
Amount paid for collection of returns	3,258	0	0
Rewards given at central gatherings of primary schools	11	6	0

160. *Hooghly.*—Population 1,008,000; the primary grant is Rs. 8,259. The number of aided primaries has advanced from 586 with 16,211 pupils, to 812 with 18,760 The number of unaided schools of this class in the preceding year was one with eight students; while in the year under report it was 386 attended by 4,114 pupils, the district having been much more carefully explored. The primary scheme, introduced by Mr. Pellew, is still in operation. The half yearly reward examinations were conducted at 60 centres; 9,012 pupils from 616 patshalas presented themselves for examination, of whom 1,596 obtained prizes. The gurus of 612 patshalas earned rewards; the highest reward obtained by a guru being Rs. 16, and the lowest Re. 1. The Magistrate, Mr. Cornish, is of opinion that there are still many schools not yet discovered by the sub-inspectors; he points out that the primary system as now administered tends rather to improve existing schools than to extend education to backward localities, and promises to rectify this tendency. The scholarship examination was held at seven centres; of 812 boys from 112 schools, 176 from 87 schools were successful. The district primary fund, together with the municipal and other grants, amounted to Rs. 8,811. The expenditure is shown below :—

	Rs.	A.	P.
Stipends to middle vernacular schools	120	0	0
Ditto lower ditto	1,584	0	0
Ditto primary ditto	36	0	0
Rewards to gurus	4,975	0	0
Prizes to pupils	931	0	0
Tiffin allowance to pupils, and contingencies for central examinations ...	596	0	0
Rewards to gurus and prizes to pupils according to the result of the primary scholarship examination	124	0	0
Fees for annual returns	180	0	0

161. *Howrah.*—Population 634,000; the primary grant is Rs. 3,041. The number of aided primaries returned in 1879-80 was 252 with 8,541 pupils, while the number in the year under review is 364 with 11,305 scholars. Of the aided schools, including three schools for girls, 31 are stipendiary patshalas, 311 rewarded, and 22 paid for furnishing returns. The number of unaided primaries is 24, containing 892 pupils. The reward examinations were held at 12 centres. The number of pupils present was 174 from the stipendiary patshalas, and 1,738 from other schools; in all 1,912. The number passed was 1,169, of whom 141 were from the stipendiary, and 1,028 from other patshalas. Those who obtained one-fourth of the total marks were passed. The successful candidates were arranged in three classes in order of merit, those obtaining half the total marks and upwards being placed in the first class. The gurus received rewards at the rates of Rs. 2, 1½, and 1, for every boy passing in the 1st, 2nd, and 3rd classes respectively. Those who passed in the first class received certificates of competency to appear at the ensuing primary scholarship examination. The district primary allotment is Rs. 3,041. The expenditure is shown below :—

	Rs.	A.	P.
For lower vernacular schools	450	0	0
„ stipendiary primaries, including rewards to pupils and special prizes to girls	705	0	0
„ rewarded primaries	1,745	0	0
„ primaries paid for returns	22	0	0

162. RAJSHAHYE DIVISION.—The number of aided primaries has risen from 1,347 to 1,382, and that of pupils has fallen from 33,111 to 32,941. There

was a loss of pupils in Dinagepore and Julpigoree; and in Darjeeling there was a small loss of schools and pupils; while in Pubna and Rungpore there was a loss of schools, and a disproportionately large loss of pupils. No satisfactory explanations are forthcoming Unaided schools were returned as 162 with 3,574 pupils, against 170 with 3,758 pupils in the previous year. No radical change was made in the systems followed in the several districts. In the Rajshahye Division the rate of aid for each pupil under instruction is far higher, and the proportion of pupils to population is far less, than in any other part of Bengal. Yet the people are generally prosperous, and education ought to be widely spread. After making every allowance for special tracts such as Julpigoree and the Terai, there seems little to reason to doubt that the system of stipends which generally prevails, should now give place to that of results. The district of Rungpore has a smaller proportion of pupils to population than any other in Bengal. In the whole division, only one boy is at school for 14 who might be there.

163. *Rajshahye.*—Population 1,333,000; primary grant Rs. 12,000. Aided primary schools have risen to 286 with 8,059 pupils, from 245 with 7,043. There were 29 unaided schools in the district, with 732 pupils on the register. The system of payment-by-results was in operation in five thannahs out of thirteen in the district. It was at first introduced experimentally into three thannahs, and afterwards extended to two more during the past year. The extension of this system to all parts of the district is said to be impracticable, owing to the fact that a great portion of it is under water for several months of the year. The system, so far as it has been introduced, very closely resembles that of Midnapore, but differs from it in this, that the patshalas are examined more frequently, and at centres less widely apart from each other. The subjects of examination are reading and writing, slate-arithmetic, mental arithmetic, zemindari and mahajani accounts, and hand-writing The guru gets three annas for each boy who passes in reading and writing, two annas for each boy who can do compound division, and so on. The Deputy Inspector says that, under the operation of this system, the patshalas have improved both in attendance and in the quality of instruction. An attempt will be made to extend it further during the current year. The following system of payments obtain in the other eight thannahs. The schools are divided into four classes, with stipends of Rs. 5, Rs. 4, Rs. 3, and Rs. 2 8; and the gurus are moved up or down from one class to another twice in the year, in April and October, according to their deserts as ascertained by inspection of their work, school by school, during the previous six months. Ninety-nine patshalas sent up 207 boys to the primary scholarship examination, and 57 passed. The ten scholarships allotted to the district were all taken up. The percentage of passed candidates was less than in the previous year, when 106 boys were successful out of 229 examined. The partial failure of the boys this year is ascribed to the stiffness of the questions in some of the subjects of examination. Of the allotment Rs. 9,093 were spent on primaries, and Rs. 1,525 on lower schools.

164. *Dinagepore.*—Population 1,530,000; primary grant Rs. 13,000. Aided primaries rose from 416 with 9,002 pupils, to 432 with 9,002 pupils. Unaided schools were 33, with 407 pupils. In the course of the year the number of schools fell as low as 337, varying, the Magistrate explains, with the various agricultural operations of the year. The Magistrate held eight central examinations, and examined more than 2,000 pupils. No change was made in the system of paying the gurus, which has been in force for the last three years. The gurus receive a monthly rate of eight annas for every five pupils in attendance, up to a limit of Rs. 2, besides rewards after the quarterly examinations of the sub-inspectors. At the scholarship examination, of 149 candidates 19 passed.

165. *Bogra.*—Population 733,000; primary grant Rs. 3,000. Aided primaries have risen from 75 schools with 2,208 pupils, to 86 with 2,611. Unaided schools were 11, with 284 pupils. No change has taken place in the administration of the primary grant. The gurus receive fixed monthly stipends at the rates of Rs. 2, Rs. 2-8, Rs. 3-8, and Rs. 4, according to their qualifications and the progress of their schools. The increase in this district, small as it is, is specially satisfactory as the population is almost

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wholly Mahomedan. At the scholarship examination, of 115 candidates 42 passed.

166. *Rungpore.*—Population 2,170,000; primary grant Rs. 15,800. Aided primaries have fallen from 396 schools with 8,419 pupils, to 354 with 6,969. All are stipendaries, with rewards given upon the quarterly examinations. There are 15 unaided schools with 304 pupils. There has been no change in the administration of the primary grant; and the district has only one boy at school out of 19. The Magistrate remarks: "I am convinced that the stipends to schools of the primary class are far beyond what they should be, when it is considered how well-to-do the ryots are here. I hope during next year to be able to do away with all stipends to patshalas, making the payment of any sum to the gurus dependent on their showing a good result at the quarterly examination. I propose to give no stipends at all, but to give grants of lump sums as rewards to those gurus who show that they have done their work well." Of 283 candidates at the scholarship examination, 127 passed.

167. *Pubna.*—Population 1,313,000; primary grant, Rs. 8,000. Aided primaries have fallen from 242 with 7,843 pupils, to 167 with 5,195. This loss is not very satisfactorily explained, for the number of unaided schools has also decreased; their present number is 48 with 1,432 pupils. The Deputy Inspector reports that "the decrease, among other causes, is chiefly attributable to the unusual prevalence of sickness last year in most of the villages in the circle. Many gurus were laid up with fever, and not a few died, and as competent gurus are very scarce in the circle, the vacancies caused in the patshalas by death or otherwise could not be filled up;" while the Magistrate, Mr. Magrath, says: "Why the number of patshalas has decreased is not at all difficult to understand, as the reduction of stipends and the partial introduction of payment-by-results would necessarily tend to weed out those patshalas which have hitherto been really supported by Government." The Magistrate is probably nearer the mark. Of 179 candidates at the scholarship examination, 61 passed.

168. *Julpigoree.*—Population 570,000; primary grant Rs. 4,000. Primary schools have risen from 101 with 2,333 pupils, to 106 with 2,278. Of these 38 are aided from the Cooch Behar Estates Fund. Unaided schools are 45 with 1,056 pupils. The Deputy Commissioner writes: "I am in hopes that primary education will improve in this district when the gurus are more regularly paid The great irregularity which has prevailed in this respect must tend to dishearten the gurus. I am in communication with the Deputy Inspector on the subject, and hope shortly to set matters right." The administration of the primary grant continues to be the same as in the last year. The system of fixed stipends, varying from Rs. 3 to 15 a month, prevails in this district, but a system of rewards on the result of the lower vernacular scholarship examination has also to a certain extent been introduced. The system of fixed stipends alone is said not to work well. The modifications of the system, spoken of in previous years, are still under consideration. Out of 106 primary schools, 43 sent up 104 candidates, of whom 31 passed the examination.

169. *Darjeeling.*—Population 157,000; primary grant Rs. 1,200. At the end of the year under report, the number of primary schools in the Terai was 12, with 181 pupils, against 14 with 271 pupils in the preceding year. Of these 12 schools six receive aid, partly from the provincial primary grant, and partly from the one-anna cess fund; four entirely from the one-anna cess fund; and one entirely from the primary grant; one receives no aid. The average daily attendance is unsatisfactory, being only 104 out of 181 pupils. There is a marked decrease in the payment of local fees, from Rs. 136 to Rs. 93. The reason of this is reported to be that the jotedars are now required to pay a one-anna cess on account of education, and they decline to render the same amount of assistance as formerly to the gurus, whether in fees or in food. Hitherto the gurus of first class schools having a regular attendance of 18 boys have received a payment of Rs. 8 a month; those having an attendance of less than 18 boys receive Rs. 6. The sub-inspector remarks that this stipend, now that the people have withdrawn their assistance, is not sufficient to attract competent teachers, and that the fixed stipend should vary from Rs. 8 to Rs. 12 a month, supplemented by rewards.

Three pathsalas sent up candidates for the primary scholarship examination; only two gained scholarships, and the result is not satisfactory. The reasons offered for the backwardness of primary education in the Terai are the scattered state of the population, their indifference to the benefits of education, and the lack of inducement to the gurus to make the best of their opportunities; to these I would add, a lack of supervision. It is clear that some further stimulus is wanted, to be supplied by a change in the system of administration of the primary grant. The Deputy Commissioner suggests the introduction of the chief guru system, with the payment of rewards to teachers for success at periodical examinations. If a class of men fit to be made chief gurus can be found, their appointment would go some way to remove the existing defects, which are due, the Deputy Commissioner thinks, not so much to want of zeal on the part of the sub-inspectors, as to their inability to contend against the climate. The hill schools have long been made over to the Scotch Mission, and they are managed by the Rev. Mr. Turnbull, the Superintendent. Altogether, there are 18 schools under his supervision, all of which he classifies in his report as primary. The Deputy Inspector points out that only 11 of these are really primary schools; one of the 18 being a normal school, and six being schools for secondary education. Mr. Turnbull says, however, that the difference in classification is merely nominal. Two out of ten candidates passed the scholarship examination.

170. DACCA DIVISION.—The number of aided primaries has increased from 1,543 with 45,602 pupils to 1,709 with 51,418 pupils. Unaided schools are 534 with 9,990 pupils against 212 with 4,644 in the previous year. There was an increase in every district but Mymensingh, which has the smallest proportion of pupils to population, Rungpore alone excepted, of any district in Bengal. No change was made in the system of administering the primary grant established in the several districts. Of the boys of school-going age, one in nine is at school.

171. *Dacca.*—Population 2,197,000; primary grant Rs. 10,000; expenditure therefrom directly upon schools Rs. 8,701; of which Rs. 1,068 have been spent on one middle and 24 lower schools. The total number of schools aided from the primary grant has increased from 547 with 16,197 pupils, to 603 with 15,599 pupils. Unaided primary schools are returned as 49, against 73 last year. No change was made in the mode of administering the primary allotment, except that owing to press of census work the usual sub-centre examinations were not held, and consequently the reward system was not carried out so fully as before. Rewards were, however, given to the gurus of unaided patshalas for the submission of annual returns, and for the general proficiency of their pupils as ascertained by inspection. The gurus of some lower vernacular schools, from which boys passed at the departmental examination, also received rewards. Girls' schools were rewarded for success at the lower and primary scholarship examinations, and upon the reports of the sub-inspectors; by this means the best girls have all received some little encouragement. During the year under report the Magistrate revised the grants of all the stipendiary primaries, after taking into consideration their strength and proficiency in the three preceding years. The sums distributed in rewards, &c., amounted to Rs. 1,011; which brought the total expenditure from the district allotment up to Rs. 9,712. In addition to the Government assignment, Kumar Rajendra Narayan Roy, of Jaidebpore, gives a monthly subscription of Rs. 7-8 in aid of the primary schools in his zemindari. A small sum of Rs. 90 was spent upon primary education from the Government Estates' Improvement Fund. Arrangements are being made for larger grants in future years. No details of the examinations were received from the Magistrate.

172. *Mymensingh.*—Population 2,950,000; primary grant Rs. 11,000; expenditure therefrom Rs. 10,985; of which Rs. 1,546 have been spent upon two middle and 32 lower vernacular schools. The total number of schools aided from the primary grant has fallen from 309 to 301, the pupils having increased from 8,481 to 8,684. The system of payment-by-results has been introduced to some slight extent. The primary grant is certainly inadequate to the requirements of the district, which in area is as extensive as the two districts of Backergunge and Tipperah together, while the last census shows the population to be more than 50 per cent. greater than that of Backergunge,

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which has the same primary allotment. At the same time it cannot be denied that Mymensingh employs its primary grant to far less purpose in the extension of popular education than almost any other district. The unaided primary schools are this year returned as 271 with 4,052 pupils, against 52 with 1,389 pupils. This fact is sufficient to show that the district is well prepared for the introduction, on a larger scale, of the system of payment-by-results; under the existing system only one boy is at school for 18 that might be there. No account was received from the Magistrate of the examinations.

173. *Backergunge.*—Population 1,885,000; primary grant Rs. 11,000; expenditure therefrom Rs. 11,000, of which Rs. 3,000 have been spent upon four middle and 53 lower vernacular schools, including one for girls. The total number of schools aided from the primary grant has increased from 639 with 18,007 pupils to 703 with 21,357 pupils. This year 192 primaries (one for girls) are returned as unaided, against 63 in the previous year. The local expenditure upon primary schools has risen during the year from Rs. 26,646 to Rs. 31,573. The large additional expenditure year by year from local sources shows that primary education continues to increase in popularity in this district. The system under which the primary grant is administered has been described in previous reports. Aided schools are of two kinds, stipendiary and rewarded. Stipends are given to those which are most successful as primary schools, and also to those which are situated in backward localities where schools cannot be kept up without fixed aid from Government. These schools can also earn rewards for success at the primary scholarship examination. The stipends are subject to reduction or withdrawal if the progress is not found satisfactory at the periodical inspections. The rewarded schools receive annual rewards for passing pupils at the primary scholarship examination, and also for keeping registers and submitting returns. The Magistrate has given no account of the sub-centre examinations. Of 1,021 candidates from 263 schools at the primary scholarship examination, 573 passed from 202 schools, 375 in the first division, 171 in the second, and 27 in the third. Five years ago, before the introduction of the sub-centre examinations, only 52 passed in all.

174. *Furreedpore.*—Population 1,614,000; primary grant Rs. 9,000; of which Rs. 800 goes to meet the cost of an additional sub-inspector, leaving a net amount of about Rs. 8,200 for primary education. Of this sum Rs. 1,213 have been spent upon one middle and 22 lower vernacular schools. The total number of schools aided from the primary grant has risen from 272 with 9,402 pupils, to 325 with 10,691 pupils. The system of administration is much the same as in the Dacca district. Early in the beginning of each official year the grants are subject to a thorough revision, the main object kept in view being to reduce the rates of stipend so as to allow of a larger number of patshalas being brought on the stipendiary list each succeeding year. In addition to the 325 aided schools mentioned above, there were in the district 32 unaided primary schools with 994 pupils. Only Rs. 400 were spent under the reward system, while the rewarded schools have increased from 81 to 114; the stipendiary schools have risen from 191 to 211. The latter increase is, the Magistrate explains, confined to backward localities. He questions the advantage, however, of introducing the Midnapore system more thoroughly into the district, and thinks that the only method applicable to many parts of the district is that of stipends. Of 332 candidates from 118 schools, 226 passed, 67 in the first division, 72 in the second, and 87 in the third. In the preceding year only 142 passed.

175. CHITTAGONG DIVISION.—Aided primaries have risen from 1,412 with 33,041 pupils, to 2,301 with 49,891 pupils. Unaided schools are only 50 with 1,129 pupils; in the previous year they were 77, with 1,630 pupils. No change was made in any district in the system of administration. Of the boys of school-going age, one in five is at school.

176. *Tipperah.*—Population 1,492,000; the primary grant was Rs. 8,000; but an additional grant of Rs. 1,000 was sanctioned within the year under report. The aided primaries were 1,492 with 29,354 pupils, against 1,091 with 22,533 in the preceding year: unaided schools were 14 against 28. There is therefore a gain of 387 schools and 3,636 pupils. The number of middle vernacular schools aided from the primary grant has remained the same, with a slight gain in pupils. Lower vernacular schools, similarly aided, show a gain

of one school but a loss of 17 pupils. Stipendiary primaries have been reduced by 52 schools and 5,727 pupils; and there is a gain of 493 schools and 12,913 pupils in the class of rewarded primaries. This large increase was due to the further development of the system of payment-by-results introduced in 1879-80. In that year 193 patshalas and 378 maktabs, or a total of 571 indigenous primaries, with 11,850 pupils, sent up 8,124 candidates for examination; while in 1880-81, 466 patshalas and 598 maktabs, or a total of 1,064 indigenous primaries, with 21,037 pupils, sent up 15,348 candidates for examination. The operations under the primary grant would thus appear to have been doubled during the year under report. Of the whole number of candidates 1,071 passed from 1,058 schools, or about one from each school. No notice is taken by the Magistrate of this remarkable result, nor has he given any details of the examination. The general features of the system of payment-by-results in force in this district were noticed in the report for 1879-80. The Deputy Inspector remarks:—"The general principles of the system are the same as in Midnapore, the difference being that the central examinations for primary scholarships held in that district have not yet been introduced by us. We have, however, provided that gurus shall get Rs. 3 for every boy passed in our ordinary primary scholarship examination in the first division; Rs 2 for every boy passed in the second; and Re. 1 for every boy passed in the third. During the past year, in addition to rewards given to teachers, rewards were also given to pupils, which for want of funds were withheld in the preceding year. In the maktabs nothing is given to boys or teachers for singing the Koran, as nothing should be; yet ample rewards have been provided for the most elementary vernacular subjects, commencing even from the alphabet. The remarkable indifference of the maktab boys towards vernacular education furnished the ground for adopting this course. The gurus of the aided stipendiary patshalas are important factors in our system. They are the means of communication between us and the teachers of maktabs and patshalas, whom we reward after examination. They explain in our behalf to the latter, the rules of the examination and the instructions and orders issued by the Magistrate. Occasionally they have also been found to teach boys at the unaided patshalas in addition to their own duties. The only inducement to doing all this, is a bonus of four annas that is given to them for every patshala or maktab represented in the centre examination." The Magistrate, Mr. Toynbee, reports that rewarded patshalas in many places have begun to teach a higher course. Twenty rewarded patshalas in Brahmanbaria, and 16 in Muradnagar, teach the primary scholarship course; 21 of them competed at the last examination, and 11 succeeded in passing boys. In the maktabs also some improvement appears to be taking place, for some miajis are reported to have introduced "Balyashikhya," "Shishushikhya," "Bodhoday," and other primers. Fifteen of the 66 rewarded miajis in Brahmanbaria are reported as competent to teach the scholarship course; they have introduced printed Bengali books, and two of them even sent up candidates to the scholarship examination. It is a great point gained that, under the stimulus of rewards, the maktabs, which are ordinarily schools for religious instruction alone, should have begun to teach useful secular subjects. The introduction of the system of payment-by-results appears therefore to have been attended with the usual success. The decrease in the number of unaided patshalas only means that so many more have been brought under the operation of the reward system, and this is of course an advance. The registration of patshalas costs only four annas each in Tipperah. One hundred and seventy-eight primary schools sent up 461 candidates to the primary examination. Sixty-eight of those schools succeeded in passing 114 students—68 in the first division, 21 in the second, and 25 in the third The result is poor as compared with that of 1879-80, when 222 pupils passed. This, the Deputy Inspector explains, is due to the fact that the pass-mark was raised last year to two-fifths, whereas in previous years it was fixed (though quite without authority) at one-fourth of the full marks. Rs. 3,121 were spent in rewards after examination, against Rs. 1,289 in the year preceding.

177. *Chittagong.*—Population 1,221,000, and 110,000 in the Hill Tracts; the primary grant of the district is Rs. 6,000; grant for the encouragement of Burmese education Rs. 600; assignment from Government Estates'

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Improvement Fund, Rs. 1,215—or a total grant of Rs. 7,815. The number of aided primary schools has risen from 262 with 7,225 pupils, to 283 with 7,775 pupils; unaided schools are 14. The number of Kyongs was 23, with 339 pupils, against 19 with 240 pupils in the previous year. Rewards of Re. 1 and Rs. 2 a head are given to Kyong pupils passing the first and second standard respectively in language (Burmese) and arithmetic. The *raolis*, or teachers, get double the amounts earned by their pupils. The examination is held by the Kyong examiner. Forty seven candidates were declared to have passed by the first, and 24 by the second standard in language, but none in arithmetic. Rs 285 were distributed as rewards. Ninety-three of the 119 stipendiary patshalas sent up 267 candidates to the primary scholarship examination; and 48 schools succeeded in passing 98 pupils—41 in the first division and 57 in the second. The number that passed in 1879-80 was 109. Of the 267 candidates 7 were girls, all of whom passed, one standing third in the general list of candidates. Seven of the successful candidates obtained scholarships, of whom three were girls. The Magistrate has given no account of the examinations. The results of the year do not appear to have fulfilled the sanguine expectations expressed by the local officers in their reports of last year. Only Rs. 737 were spent in rewards.

178. *Noakhally.*—Population 822,000; primary grant, Rs. 5,000. An additional grant of Rs 1,100 was sanctioned last year in order to introduce the system of payment-by-results. A sum of Rs. 638 was also contributed from the Government Estates' Improvement Fund, and Rs. 833 from private funds. The number of aided primaries has risen from 165 to 670, and that of pupils from 5,240 to 14,735, showing a gain of 505 schools and 9,495 pupils: unaided primaries are 17, against 35 in the previous year. Middle vernacular schools aided from the primary fund have increased by two, and their pupils by 49. Lower vernacular schools remain the same, with a loss of 77 pupils. Stipendiary primaries show a loss of 15 schools and 108 pupils. But these losses are more than counterbalanced by the large gain of 511 schools and 9,425 pupils in the class of rewarded primaries. Of primary fund stipendiary schools the Deputy Inspector says:—"Under orders of the Director of Public Instruction to reduce the number of stipendiary schools, in order to effect savings for carrying out the Midnapore system, grants were withheld from a number of patshalas badly attended and badly managed. These schools, however, did not cease to exist, but worked on in the hope of improving and then getting their grants again." Schools of this class are said to have greatly improved both in numbers and in attendance. Of the total sum at the disposal of the Magistrate, Rs. 1,095 were expended on four middle and 16 lower schools, and Rs. 6,273 on primary schools.

179. PATNA DIVISION.—Aided primaries have increased from 5,570 with 79,826 pupils to 8,076 with 95,880 pupils. Unaided schools are 1,681 with 15,610 pupils, against 3,074 with 24,676 in the previous year. The average number of pupils to each school is very low, less than 12 in aided and 10 in unaided schools. The main increase was in Gya. The chief guru system continued in force throughout the Division, and efforts were made to bring in patshala gurus for examination by the middle and lower scholarship standards. Of the boys of school-going age, one in nine is at school.

180. *Patna.*—Population 1,797,000; primary grant, Rs. 8,000: expenditure Rs. 8,605, of which Rs. 2,883 were spent on 16 middle and 46 lower vernacular schools. The total number of aided primary schools has risen from 1,365 with 22,207 pupils to 1,679 with 23,154. Of these 1,628 were rewarded or registered schools Unaided schools are 490 with 6,955 pupils. The district is divided into 50 circles with a chief guru in each. These travelled 37,250 miles, and paid 9,934 visits during the year. The Magistrate, Mr. Metcalfe, writes:—"All the provisions of the chief guru system have worked throughout the year in a satisfactory manner." As a specimen of what is being done in Behar, I will quote the following remarks by Mr. Grierson, who officiated as Inspector for some months:—"I held six patshala gatherings at the following places, Fatwa, Bakhtiarpore, Dhamauli, Behar, Rajgir, and Giriyak. The number of patshalas examined was about two hundred, containing on their attendance registers over three thousand names. An average patshala may therefore be considered as consisting of fifteen boys. The attendance of boys secured was

over 2,100, being about 70 per cent. of the whole number. Of the boys examined the great majority were Hindus, there being 1,988 of these against 158 Musulmans. The only place where the proportion of Musalmans was not insignificant was Rajgir, where 34 out of 181, or about 18 per cent., belonged to that class. I notice, however, that Musulman learning is little sought after even by Musulmans. The majority of these read and write Kayathi and not Urdu, and, in short, the main difference between the two religions was that the use of the Devanagri alphabet was more appropriate for a Hindu, and the Kayathi, or Hindui as it is locally called, for Musulmans. In Behar I even came across several instances of Hindu boys being taught by a Musulman guru, and even of patwaris, who in other districts are almost universally Hindus of the Kayasth class, keeping their accounts in the regular form in the usual Kayathi character and Magah dialect, although they were Mahomedans. Of the 158 Mahomedan boys examined, 100 were reading Hindi, and not Urdu. Of the 196 patshalas examined, all but 23 succeeded in passing at least one pupil in one subject. The subjects were reading a simple book, writing from dictation, and working easy zemindari and bazar accounts. In all subjects 326 passed, in two subjects 220, and in only one 403. Writing was the most common, reading the least. Thus 43 per cent. of those examined had the rudiments. At the primary scholarship examination 2,508 candidates passed out of 2,609 from 403 schools."

181. *Gya.*—Population 2,058,000; primary grant Rs. 10,000, of which Rs. 2,880 were spent on three middle and 53 lower vernacular schools. The total number of schools of all classes has risen from 213 with 5,742 pupils, to 1,252 with 16,145, of which 1,113 were paid for keeping registers or returns. The district is divided into 50 circles with a chief guru in each. They travelled 20,681 miles, and paid 10,374 visits during the year. The Magistrate, Mr. Kemble, is not in favour of the chief guru system, which was adopted in his predecessor's time. In Mr. Kemble's opinion the money spent on the chief gurus would have been better spent in opening new schools under improved teachers. The Deputy Inspector, on the other hand, complains of instances having occurred in which an old guru having been turned out to make room for a new man, the former set up a rival school and drew off pupils from the subsidised patshala. At the primary scholarship examinations 365 candidates passed out of 935 from 270 schools.

182. *Shahabad.*—Population 1,945,000; primary grant Rs. 9,000; expenditure Rs. 9,056, of which Rs 2,718 were spent on four middle, 54 lower vernacular, and two girls' schools. The total number of aided primary schools has risen from 714 with 9,658 pupils, to 857 with 11,467 pupils. Of these 727 were rewarded or registered schools. Unaided schools returned are 483 with 3,654 pupils The chief guru system was adopted in this district in 1878. The district is divided into 58 circles with a chief guru in each. They travelled 14,539 miles, and paid 10,545 visits during the year. Mr. Barrow, who succeeded Mr. Nolan as Officiating Magistrate of Shahabad, seems to expect better results than the chief guru system has yielded, from the payment-by-results system recommended by his predecessor. The scholarship examination was held as usual at sub-divisional centres. Of 1,218 candidates from 271 schools 786 passed, 148 in the first division, 331 in the second, and 307 in the third: in the preceding year 743 passed out of 1,190 candidates from 243 schools. Besides this examination, the Deputy Inspector held half-yearly examinations, in which he reports general progress, only 572 schools out of the total 1,340 remaining as unimproved patshalas. On the other hand the Magistrate considers that the chief guru system has been "worked out," and that from want of supervision the chief gurus are becoming mere "annuitants." Of the allotment only Rs. 1,086 were paid for results.

183. *Sarun.*—Population 2,261,000; primary grant Rs. 10,000; expenditure Rs. 8,932, of which Rs. 1,192 were spent on one middle, 19 lower vernacular, three girls', and 156 special schools (madrasas and toles). The total number of aided primary schools has risen from 936 with 12,495 pupils, to 1,274 with 14,945. Unaided schools returned are 44 with 277 pupils. The district is divided into 43 circles with a chief guru in each. The chief gurus travelled 22,148 miles and paid 13,769 visits. Mr. MacDonnell, the Magistrate, seems to have been satisfied with the advance made in primary education in this district.

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Of 1,536 candidates at the scholarship examination, 923 passed from 336 schools.

184. *Chumparun.*—Population 1,708,000; primary grant Rs. 8,000; expenditure Rs. 8,236, of which Rs. 796 were spent on 30 lower vernacular and two girls' schools. The total number of aided primary schools has risen from 642 with 8,268 pupils to 739 with 8,350. Unaided schools returned are 211 with 567 pupils. There were 25 chief gurus, who altogether travelled 11,855 miles, and paid 8,687 visits to schools under them. The Magistrate, Mr. Edgar, writes: "Primary education is behind-hand, but there are some signs of awakening. Although many of the schools, particularly the unaided ones, are of little value, there is good work done in a few, and I should be very glad to give more encouragement to deserving teachers in both aided and unaided primary schools." Of 372 candidates present at the scholarship examination from 122 schools, 261 passed.

185. *Mozufferpore.*—Population 2,589,000; primary grant Rs. 11,000; expenditure Rs. 10,582, of which Rs 869 were spent on eight lower vernacular schools and 387 toles. The total number of aided primary schools has risen from 1,195 with 11,034 pupils, to 2,441 with 17,592. Unaided schools returned are 440 with 3,558 pupils. The chief guru system was adopted in this district in the preceding year, when the number of schools rose at once from 230 with 6,226 pupils to 1,195 with 11,034 pupils. The district is divided into 98 circles with a chief guru in each. They travelled altogether 11,071 miles, and paid 12,513 visits. The Magistrate, Mr. Worsley, writes—"I am well satisfied with the progress made in respect of primary education during the year. The chief guru system has proved very successful, and I think it may be pronounced a cheap and efficient agency for the improvement of private patshalas." It appears that of 5,110 candidates examined from 945 schools each got a small reward, the whole amount paid being Rs 565; of 448 examined for the scholarship, 228 passed from 163 schools.

186. *Durbhunga.*—Population 2,578,000; primary grant Rs. 10,000; expenditure Rs. 9,931, of which Rs. 1,896 were spent on seven middle, 25 lower vernacular, and two girls' schools. The total number of aided primary schools has risen from 507 with 10,533 pupils, to 631 with 14,534 pupils Unaided schools returned are 173 with 1,407 pupils. There were 34 chief gurus, who altogether travelled 17,194 miles, and paid 6,071 visits to schools. Of 577 candidates present at the scholarship examination from 161 schools, 240 passed.

187. BHAGULPORE DIVISION.—Schools rose from 4,866 with 51,215 pupils, to 6,649 with 66,277 pupils. No unaided schools have been returned for this division either in 1880 or in this year; so that every known school in the division has been nominally connected with the Government system, and is in receipt of aid in some form, generally for keeping a register and submitting an annual return. The average number in each school is very low, being less than ten in the 5,000 schools of Monghyr and Bhagulpore. The chief guru system remained in force. The particular development of it which was introduced this year into the Bhagulpore, as into the Patna division, namely, the examination of pathsala gurus by departmental standards, had the following results:—from the districts of Monghyr, Bhagulpore, and Purneah, 175 gurus presented themselves for examination, 141 by the middle, and 34 by the lower standard; of these, five candidates passed in one subject, and 32 in two subjects, at the middle examination; and three in one subject and 15 in two subjects at the lower. Of the boys of school-going age, one in eight is at school.

188. *Monghyr.*—Population 1,956,000; primary grant, Rs. 10,000; expenditure Rs. 9,970, of which Rs. 4,156 were spent on one middle, 104 lower vernacular, and 4 girls' schools. The total number of aided primary schools has increased from 1,859 with 20,236 pupils to 2,162 with 22,381 pupils. Mr. D'Oyly, in the course of his last cold-weather tour, saw the working of the chief guru system, and was favourably impressed. There are 46 chief gurus, and all primary schools are aided under this system, stipends having been withdrawn altogether. Of the whole number 12,872 pupils from 1,606 schools were examined, and 1,251 from 644 schools earned rewards. Of 1,871 candidates from 790 schools at the primary scholarship examination, 699 passed.

189. *Bhagulpore.*—Population 1,923,000; primary grant Rs. 10,000; expenditure, Rs. 9,714, of which Rs. 3,107 were spent on 11 middle vernacular, 57 lower vernacular, and 5 girls' schools, and 204 Sanskrit toles. The total number of aided primary schools has risen from 1,740 with 14,297 pupils, to 2,544 with 21,286. The Deputy Inspector states that the large increase of schools is due to the fact that the chief gurus, who had been appointed supervisors of the census circles, discovered many indigenous primary schools in the course of their visits to the villages comprised in their respective charges. It would appear that only 63 schools were examined this year. No account is given of the manner in which the allotment was distributed. Of 1,732 candidates from 492 schools at the primary scholarship examination, 742 passed.

190. *Purneah.*—Population, 1,824,000; primary grant Rs. 8,000; expenditure Rs. 4,808, of which Rs. 626 were spent on two middle vernacular, seven lower vernacular, and four girls' schools. The total number of aided primary schools has risen from 599 with 8,753 pupils, to 679 with 8,334. The Deputy Inspector explains that the decline in school attendance, in spite of an increase in the number of schools, was due to the ravages of malarious fever of a severe type. Mr. Weekes, the present Magistrate, has forwarded without remark the Deputy Inspector's report; but his predecessor, Mr. Hopkins, wrote in support of the chief guru system and the central examinations for rewards, as evoking a spirit of emulation and awakening the people of the district from their habitual lethargy. Of 361 candidates from 99 schools at the primary scholarship examination, 233 passed.

191. *Maldah*—Population 710,000; primary grant, Rs. 4,000; expenditure Rs. 3,812, of which Rs. 685 were spent on one middle vernacular, 12 lower vernacular, and one girls' school. The total number of aided primary schools has risen from 244 with 4,773 pupils, to 393 with 6,535 pupils. The reason why the chief guru system does not meet with the same degree of success here as in Monghyr and Bhagulpore, seems to lie in the physical character of the district. The tract to the east of the Mahananda occupies a little less than half the district, and consists chiefly of high undulating ground, fertile when cultivated, but interspersed with dense thorny jungle and infested by wild beasts; the villages are few and straggling and the population is sparse, being mostly Mahomedans, low-caste Hindus, and aborigines or semi-aborigines. This country, known as the Barindra, is not favourable to the growth of schools, and still less to their working under the chief guru system The part to the west of the Mahananda is cultivated and thickly inhabited, but the people are collected in compact villages; this circumstance prevents the multiplication of patshalas to the same extent as in Bhagulpore and Monghyr, and for the same reason there are 17 pupils on the average in a Maldah patshala, while 11 is the general average of the Bhagulpore Division. The Deputy Inspector examined patshala gatherings at 21 centres, at which 3,639 boys were present from 244 patshalas. The Assistant Inspector held four central examinations; 1,075 boys were present from 77 patshalas, and 200 obtained prizes. The primary scholarship examination was held at the sudder station only, as in previous years, and was conducted by the Deputy Inspector of Schools with the assistance of the zillah schoolmasters and the head pundit of the sudder model school; 222 candidates from 61 patshalas presented themselves for examination, the corresponding figures of the previous year being 125 and 44. Of the 222 candidates, 114 were successful; 32 were placed in the first, 37 in the second, and 45 in the third division. In the previous year 64 boys passed. The proportion of successful to unsuccessful candidates remains the same, the standard of examination being unchanged. Of 222 candidates from 61 schools at the primary scholarship examination, 114 passed.

192. *Sonthal Pergunnahs.*—Population 1,561,000; primary fund, Rs. 7,000; expenditure, Rs 6,649, of which Rs. 773 were spent on 15 lower vernacular schools. The total number of primary schools has risen from 581 with 8,121 pupils, to 690 with 9,231 as shown below :—

	1879-80.		1880-81.	
	Schools.	Pupils.	Schools.	Pupils.
Under the Church Mission Society	51	916	57	982
Under the Indian Home Mission	21	255	23	319
Under native management	509	6,950	610	7,930
Total ...	581	8,121	690	9,231

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The Deputy Commissioner, Mr. Oldham, remarks that the advance of his district in primary education is due mainly to the adoption of the chief guru system, next to the efforts of the missionary bodies, and lastly to the introduction of an elementary system of payment by results. The Church Missionary Society drew a grant of Rs. 1,273 from the Estates Improvement Fund during the year for the education of 982 pupils, mainly of aboriginal races, being at the rate of Rs. 1-3 a head; while the Indian Home Mission expended Rs. 1,300 from the primary grant for the education of 319 pupils, or at the rate of over Rs. 4 a head. There exists hardly any difference in point of progress between the schools of the two Missions; and none of the primary schools under either of the Missions sent up any candidate to the primary scholarship examination. Mr. Oldham, in his notice of the Deputy Inspector's report, expresses the opinion that in the Daman-i-koh the education of the aboriginal races must be left for the present in the hands of the Missionaries. In other parts, where the Sonthals mingle more or less freely with the surrounding population, they are more open to external influences and can be left to the ordinary educational agency; but amidst an exclusively Sonthal population special means are necessary. While agreeing to the latter view, the Assistant Inspector, who is entirely supported by Baboo Bhoodeb Mookerjea, maintains that the special agency required is an indigenous agency to be supplied by the Sonthals themselves, and no alien agency of any kind. He therefore urges the establishment in the Daman-i-koh of a system of patshalas for Sonthals, under purely Sonthal management and inspection, and closely connected with the ordinary village system of the people. There is a considerable number of Sonthals who are known to have reached the middle stage of instruction, having been taught in the Mission or other schools; and these will furnish teachers and sub-inspectors in sufficient quantity. A scheme based on these suggestions, and involving the establishment of some 30 new patshalas yearly, has now been submitted to Government.

193. The Deputy Commissioner, with the advice of the District Committee, has introduced during the past year a system of payment-by-results as subsidiary to the chief guru system, transferring from the Deputy Inspector to the sub-inspectors the duty of conducting the central examinations of patshalas, and increasing the number of examination centres. The number of inspections by chief gurus has decreased, owing to the introduction of a rule that the visits paid to a patshala should not be made oftener than once a quarter. The District Committee have sanctioned the payment of a monthly fee, at the rate of two annas a head, to all teachers who may bring Sonthal pupils into their patshalas; a measure which, however, will only be operative in mixed villages. At the primary scholarship examination, 367 candidates appeared from 109 schools, and 171 passed; a decrease on the numbers of the previous year, doubtless arising from the introduction for the first time of printed papers. Of those who gained scholarships three were Sonthals.

194. CHOTA NAGPORE DIVISION.—Aided primaries have risen from 742 with 21,126 pupils, to 819 with 23,186 pupils. Unaided schools are 153 with 3,007 pupils, against 134 with 2,412 pupils in the year before. There is a fair increase in all districts, except Hazaribagh. No important changes were introduced into the systems followed in the several districts. Of the boys of school-going age, one in eleven is at school.

195. *Manbhoom.*—Area in square miles 4,143, population 1,042,000; primary grant Rs. 6,700. The number of primary schools which furnished returns was 334 with 7,817 pupils. Of these, 533 with 7,787 pupils received aid from Government in some shape or other, and one with 30 pupils was an unaided school. Besides these, the Deputy Inspector estimates the existence of 20 more independent schools, with 300 pupils, which did not submit returns. Of the 333 aided primaries, 118 were stipendiary schools, whose teachers received a fixed sum from Government, varying from Rs. 5 to Rs. 2-8 a month; 130 rewarded schools, whose teachers and pupils received certain rewards and prizes respectively on the result of a general examination held towards the end of February last; and 85 registered schools, in which the teachers received each one rupee per annum for submitting annual returns. One of these registered schools was attended exclusively by girls. The annual general examination of rewarded and unaided primaries took place towards the end of February last. For this examination, 159 primaries sent up 1,200 pupils to 13

centres, of whom 729 passed in two out of the three groups of subjects fixed for examination, and 150 in all. The total expenditure on the 130 rewarded primaries amounted to Rs. 1,293. The Assistant Inspector quotes as follows from his Deputy's report:—"The system of rewards, or payment-by-results, was introduced into Manbhoom in 1876. It has since been working very successfully in some parts of the district, costing the Government annually a very small sum for each primary school, and making the people pay adequate fees to the teachers. The transfer to Bankoora of some of our best pergunnahs has undoubtedly thrown the district back in this respect by a few years, but it is gratifying to note that the expansion of the system has not been so hopelessly affected by the transfer as was at first anticipated. The system is now being understood in all parts of the district, bringing new schools under inspection, and creating a healthy spirit of emulation amongst all classes of teachers to pass pupils and win rewards." Babu Bireswar continues, "I have myself seen primary schools in almost all parts of Manbhoom, and have been satisfied with their condition. There is, however, a general tendency on the part of the schools to grow beyond the standard of primary education, which, though a very healthy sign in itself, is yet for obvious reasons, to be guarded with caution." Mr. Clay, the Deputy Commissioner, urges the necessity of increasing the Government allotment and the inspecting staff. Sixty-nine primary schools in the district sent up 196 candidates to the last primary scholarship examination, of whom 105 passed from 52 schools. In the preceding year only 53 candidates passed out of 126. Of the 52 schools from which candidates passed during the year under notice, 44 were stipendiary, 7 rewarded, and 1 registered.

196. *Hazaribagh*.—Area in square miles 7,021; population 1,072,000; primary grant Rs. 7,000; expenditure therefrom Rs. 5,909, of which Rs. 118 were spent on two lower vernacular schools. The total number of aided primaries during the year was 191, out of which 188 received aid from the primary fund, and three were grant-in-aid schools under the Free Church Mission at Pachamba. Of the 188 primary schools, 150 enjoyed monthly stipends, and 38 received rewards on the result of certain periodical examinations. The number of pupils on the rolls of these 191 aided schools on the 31st March last was 4,318, against 4,520 on those of 183 schools at the end of the year preceding, showing an increase of eight schools but a decrease of 202 pupils. The Deputy Inspector ascribes this falling off in the number of pupils to the prevalence of cholera, fever, and other ailments in several parts of the district towards the end of the year. Unaided schools were 69 with 916 pupils on their rolls, against 52 with 733 pupils at the end of the preceding year. Although the number of pupils was smaller than at the close of the preceding year, the schools are reported to have advanced in average monthly roll-number and daily attendance, the figures under these heads being 4,216 and 3,421 respectively during the year under review, against 3,731 and 3,221 in 1879-80. This result is due, the Deputy Inspector thinks, to the system of payment sanctioned by the Deputy Commissioner in October 1879, and subsequently modified in August 1880 by Major Samuells, the Officiating Deputy Commissioner. This system was as follows:—(1) Patshalas having an average attendance of 25 pupils and upwards, and having one-third of their roll-number able to read, spell, and understand easy sentences in the mother-tongue, shall be entitled to Rs. 5 a month; (2) patshalas having an average attendance of 16 pupils or upwards, and having one-third of their number in the same stage of learning, shall enjoy second class grants, *i.e.* from Rs. 3-8 to Rs. 4 a month; and (3) patshalas having an average attendance of ten or upwards, and having one-third of their number in the same stage, shall have third class grants, *i.e.* from Rs. 2 to Rs. 3 a month. It was to these rules, not in their original form, but as actually at work after undergoing important modifications, that the Assistant Inspector objected in his report for 1879-80, an objection which was upheld by Government in the Resolution on the last general report. There can be no question that their working, in parts at least of the district, fully justified the Assistant Inspector's strictures. The Commissioner writes—"It appears to me that the Deputy Inspector of Hazaribagh is wrong in insisting upon proficiency in geography, history, geometry, and arithmetic as tests in assigning

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rewards. These subjects can only be taken up by pupils belonging to the upper classes ; and if the schools which bring up pupils trained in these special subjects get the best rewards, one of the chief objects of the reward system, which is to give the best rewards to the gurus who bring the largest number of pupils to these schools, and teach the largest number the elements of reading and writing, will not be secured. Major Samuells' rules are excellent, but the additions suggested by the Deputy Inspector, and sanctioned by the Officiating Deputy Commissioner, are certainly likely to detract greatly from their efficiency. I would here further remark that Major Samuells' rules merely record the system which has been followed in Hazaribagh for some years, and which I have tried to introduce into all the districts of the Division, namely, that rewards to gurus should be calculated upon a certain proportion between the number of pupils who can read and write, and the average attendance." It is now reported that Major Lillingston, who returned to the district during the year under report, has taken steps to rearrange the primary system on simpler principles, and we may hope next year to have better results than the Deputy Inspector has been able to show this year. The payment-by-results system was worked during the year without any change. There were in the district on the 31st of March last 38 rewarded schools, attended by 740 pupils, against 34 schools with 708 pupils at the close of the year preceding. There was thus a slight advance of four schools and 32 pupils. It is proper to point out that the statement in paragraph 27 of the Government Resolution on the last annual report, to the effect that not the average attendance, but the roll-number, was the test applied to the primary schools, was apparently due to an oversight. At the same time it must be remarked that even the average attendance as registered in our primary schools is a very unsafe criterion by which to determine the grants, considering the untrustworthy character of the primary school registers, as already pointed out in paragraph 22 of this report.

197. *Lohardugga.*—Area in square miles 12,044; population 1,607,000; primary grant Rs. 10,000, besides Rs 350 from the Government Estates' Improvement Fund. There were, at the end of the year under review, 218 aided primaries in the district attended by 6,944 pupils. Of these, two attended by 90 pupils were girls' schools, and 12 under the Anglican Mission were grant-in-aid schools, the remaining 204 being boys' schools receiving aid from the primary allotment. The number of aided primaries, including the two girls' schools, was 197 with 6,714 pupils. There was thus an increase of 21 schools and 230 pupils. The number of unaided patshalas which submitted returns was 46, viz. 44 for boys and two for girls. The number of pupils on their rolls was 1,008, and the average daily attendance 696. Of these children 426 were Native Christians, 321 Hindus, 62 Mahomedans, 120 Kols, and 79 others. The total expenditure on these schools was Rs. 2,565, all of which was paid from local sources. There were also 106 patshalas which did not furnish returns. Of the 6,944 pupils attending the 218 aided primaries, 342 were Native Christians, 4,374 Hindus, 563 Mahomedans, 1,307 Kols, and 358 others. Arranged according to class of instruction, 2,510 pupils were in the upper, and 4,434 in the lower section of the primary stage. The numbers returned under these heads in the year preceding, were 2,349 and 4,355 respectively. Although there was thus an increase of 151 in the number of boys who were able to read, write, and understand simple sentences in their vernacular, there is still great room for improvement in this direction. It is stated, however, that about one-third of the boys included in the second section of the primary stage were able to read and write Kaithi-Hindi, although unable to read lessons out of the text-books printed in the Deva-Nagri character. No change was introduced into the system. The scholarship subjects were, writing Deva-Nagri and Kaithi, reading and explanation from Nitikatha, Part II, correction of orthographical blunders, European arithmetic, native arithmetic, and simple mensuration. Mental arithmetic should have formed one of the subjects of examination. The answer papers were examined by a Board composed of the head-master and the pundit of the zillah school, the head pundit of the Tamar model school, and the Deputy Inspector. It is not explained in the district report how the examination in reading was conducted ; but in every district a part of the primary scholarship examination should be conducted *viva*

voce. From 77 schools 184 candidates competed at the examination, of whom 113 from 58 schools passed. The total amount expended upon the 218 aided primaries was Rs. 12,386, of which Rs. 8,543 were paid from the primary grant, and Rs. 3,843 from local sources. The monthly average roll-number of pupils in these schools being 6,715, the annual cost of educating each pupil was altogether Rs. 1-13-6, of which Rs. 1-4-4 was paid by Government. The share of expenditure borne by the people, though insignificant in itself, is not altogether small in a district like Lohardugga. The annual cost of educating each pupil in 1879-80 was altogether Rs. 1-14-5, of which Rs. 1-5-4 was borne by Government.

198. *Singbhoom.*—Area in square miles 3,884; population 551,000; primary grant Rs. 3,000 The number of aided primaries in the district on the 31st of March last was 81, attended by 4,271 pupils. Of these, 75 with 4,087 pupils were aided from the primary education fund, and six with 184 pupils, under the Berlin Evangelical Mission, from the grant-in-aid fund. Besides these, there were 39 unaided schools with 1,125 pupils, started, it is said, with the hope of obtaining rewards. The number of aided primaries at the close of the preceding year was 63 attended by 3,063 pupils. Leaving the unaided schools out of account, there was still a gain of 18 schools and 1,208 pupils during the year under review, by no means inconsiderable in a district like Singbhoom. At the end of the year 1879 80 there was only one unaided school, attended by 16 pupils. The total increase, therefore, in schools and pupils was 56 and 2,317 respectively. As most of the 39 unaided schools are apparently new institutions, the advance made by the district is particularly encouraging. The aided primaries in the district were either stipendiary or rewarded. The stipendiary schools declined in the year under review from 42, with a roll-number of 2,030, to 26, attended by 1,140 pupils; while the rewarded schools rose from 21 with 1,121 children, to 49 with 2,947, so that the loss in the one class of primaries was more than made up by the gain in the other. This shows that the reward system, modified as it was according to the condition of the district, was worked on a fairly large scale and with some success during the year under report. "It has been stated," writes the Assistant Inspector, "in my reports for previous years that, as the outer circle of indigenous schools is extremely small in this district, and as the people are not in a position to contribute much in the way of supporting their schools, the prospects of the reward system are not good in Singbhoom. It would not be sufficient here if the inner circle of subsidised schools was expanded to the utmost limits of the outer circle of indigenous patshalas, but our operations must be extended much further by helping the people to open new schools. The rewards at high rates, allowed during the year to the teachers in this district, were in fact stipends determined on the results of certain periodical examinations more than anything else. The main object of the result system, viz. that of improving a large body of primary schools, chiefly supported by the people, with small payments from the State in the shape of rewards, cannot be realized in this district." Of the 32 stipendiary schools six, as already stated, were aided from the grant-in-aid fund. Of the remaining 26, which were subsidised from the primary grant, 15 were located in the heart of the *Kolhan*, and enjoyed stipends of Rs. 3 each; five in Jaintgarh, also in the *Kolhan*, were aided at Rs 2 each, and six in Dhalbhoom at Rs. 2-8. Most of these Rs. 2-8 schools had a fair income from local sources. Some of the stipendiary schools were also allowed rewards for results, over and above their monthly stipends. The rewarded schools were paid quarterly, on the result of examinations held by the Deputy Inspector in his tours of inspection. Average daily attendance was also taken into account in fixing the periodical rewards. Allowance was, however, made, when necessary, in favour of schools in backward localities, and too much strictness was generally avoided. The Deputy Inspector considers it impossible to hold the reward examinations at centres, as the Kol children are unwilling to leave their homes and to go to distant places to be examined. The payments cannot be made less often than once a quarter, since the teachers do not get much from local sources, and it would be a hardship to make them wait more than three months for their rewards. In addition to the payments stated above, a reward of Rs. 5 was also allowed to the teacher for each pupil passing at the primary scholarship examination, and Rs. 10 for each who gained a scholarship. Although the practice of rewarding

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primary schoolmasters for the success of their schools at the scholarship examination is good in principle, the rates allowed during the year in Singbhoom appear to be very high. The bulk of the pupils attending the primary schools belonged to non-Aryan tribes. Besides 948 Hindus and 42 Mahomedans, 2,500 of the total number were Hos, 49 Tamariahs, 253 Tantis, 25 Santhals, 55 Bhuiyas, 40 Bhumij, 39 Dharuahs, 10 Birhors, 112 Kurmis and 5 Uraons. Arranged according to class of instruction, 60 were in the middle and 4,027 in the primary stage. Of the latter, 1,340 could read, write, and understand simple sentences in Hindi, though this is in no sense the vernacular of the Hos, who comprise the great body of the pupils. The average monthly roll-number of pupils in the 81 aided primaries, was 47, out of which the average daily attendance was 24. The total expenditure on these schools during the year was Rs. 5,797, of which Rs. 3,703 was borne by the State. The yearly cost of educating each pupil was therefore Rs. 1-8, of which the Government share was Re 0-15-4. The average income of a guru of a rewarded school from all sources was Rs. 4 a month. At the scholarship examination 105 pupils competed from 36 schools, namely, 38 from 15 rewarded, 55 from 21 stipendiary, and 12 from three unaided schools. Of these 39 passed, namely, 22 from rewarded, 12 from stipendiary, and five from unaided schools The stipendiary schools were thus beaten by both the rewarded and the unaided schools. The number of candidates sent up for this examination in the preceding year was 103, of whom 24 were successful

199. ORISSA DIVISION.—Aided primaries have risen from 5,460 with 63,882 pupils to 5,464 with 61,654. Unaided schools are 1,272 with 12,891 pupils, against 1,122 with 9,962 pupils. The low average of attendance, 11 in aided and 10 in unaided schools, is noticeable, as in Behar. Cuttack shows a small increase Pooree and Balasore a small decline. The systems pursued in the three districts are pretty nearly alike. The chief features of difference may be thus briefly stated :—The organization of inspecting pandits is more perfect in Pooree and Balasore than in Cuttack, where, owing to the paucity of their number, the services of teachers of lower and middle vernacular schools are still utilized for purposes of inspection. In Pooree and Cuttack rewards are paid to teachers and pupils; in Balasore to teachers only. The pass examination in the two former districts embraces two standards, a higher and a lower. In Balasore, the examination under the latter standard has been dispensed with. The Joint-Inspector reports:—"In the course of my examination, the defects which struck me as most marked, and to which I felt repeatedly called upon to draw the attention of the teachers and the subordinate inspecting officers, were those which had reference to the technical aspect of the primary scholarship course, the subjects in which the patshalas seemed most deficient being zemindari accounts, native mensuration, and reading of manuscript writing. The deficiency displayed by the patshala boys in the two latter subjects was particularly striking. The diffusion of easy printed books has liberalised the course of instruction in a great majority of our primary schools, and the reading of such books, with an intelligent appreciation of the meaning of the text, is no longer considered an accomplishment amongst the people in the interior. Arithmetic is taught in a more rational style, but mental arithmetic hardly receives its fair share of attention. Zemindari and native mensuration are taught in a very unpractical way, the teachers never caring to take their pupils out of the four walls of the school-room for the purpose of showing them how lands are actually measured. As regards reading of manuscript hand-writing, it is almost left to itself." Of boys of school-going age, one in $3\frac{1}{2}$ is at school.

200. *Cuttack.*—Population 1,731,000 ; primary allotment Rs. 13,000; to which was added Rs. 108 contributed from the khas mehal Estate Improvement Fund. The total number of aided primaries has risen from 2,876 with 29,759 pupils, to 2,899 with 28,297 pupils. Unaided schools were 254, against 274 in the previous year. This considerable decrease in the number of pupils is explained by the Deputy Inspector as due to the elevation of well-attended primaries to the lower vernacular class, their place being taken by smaller schools. It arises more probably from greater accuracy in the collection of statistics. Two important changes were introduced in the mode of conducting the pass examination. *First*, the number of centres of examinatiou was increased

from 43 to 88, so as to place them within easy reach of the patshalas in the interior. The number of passes did not, however, proportionately increase, the test having been made more severe than before, in consequence of a reduction in the amount available for rewards. *Secondly*, instead of going round the whole district in a body, the sub-inspectors were allowed to conduct the pass examination each in his own circle, under the general control of the Deputy Inspector. The latter was thus set free from a direct share in the conduct of the patshala examination, which formerly hampered his movements. There are five inspecting pundits, each drawing a salary of Rs. 15. The total number of visits which they paid to patshalas was 2,126, giving an average of 625 each. The teachers of lower and middle vernacular schools also paid four visits on an average to each patshala within their respective circles, and the total additional remuneration paid to them on this account was Rs. 600. During the year the inspecting abadhans were employed in supervising backward schools, while the inspecting pundits were occupied in improving the more advanced. The progress of the primaries is shown in the following way, corresponding figures for the previous year being placed in brackets:—Out of 3,153 (3,109) schools, 1,092 (870) have reached the primary scholarship standard, 1,339 (1,276) are in a fair way to attain that standard, and 722 (963) are still in a rudimentary stage. This classification of primaries is based on the following rules: (1) that a patshala which teaches the complete primary scholarship course, and from which candidates pass by the higher standard at the preliminary or pass examination, and obtain certificates for admission to the subsequent scholarship examination, is considered to have reached the highest standard; (2) that a patshala into which a regular system of school instruction has been introduced by means of printed books, either in supersession of, or in addition to, the old indigenous method, and from which candidates pass by the lower standard in reading, writing, and working sums in the first four simple rules, is considered to have attained the intermediate standard; (3) that a patshala which follows only the indigenous method is said to be in the rudimentary stage. The changes in the system do not seem to have produced any great results. Instead of 2,912 competing schools in the preceding year, there were 3,009, and 18,551 candidates in place of 18,194. Of the successful candidates, 1,513 boys and 15 girls passed in reading and writing by the higher standard, against 1,833 boys and seven girls in the previous year; and 5,839 boys and 70 girls passed by the lower standard against 6,520 and 63 in the previous year. In arithmetic 2,031 boys and three girls passed by the higher standard, against 2,240 boys and five girls in the previous year; and 4,113 boys and 23 girls passed the lower standard against 4,786 boys and 25 girls. In zemindari and mahajani accounts 822 boys passed against 764 in the preceding. The results in arithmetic are much better than those of the examinations in Midnapore this year; but there is similar failure in country accounts, which the inspecting officers should carefully look to. Of the abadhans, just half are returned as competent to teach. At the scholarship examination, 579 pupils passed from 312 schools, out of 1,616 candidates from 575 schools; in the previous year 658 passed from 321 schools, out of 1,551 candidates from 566; and 160 passed in the higher division, against 215 in the previous year. The Deputy Inspector refuses to accept this result as accurate, especially in the case of the Cuttack centre, and the Magistrate supports this view. Of the Rs 13,108 of the primary grant, Rs. 2,357 were expended on lower schools; Rs. 1,400 in rewards and salaries to inspecting abadhans and pundits, and the balance to the primary schools in money and prizes.

201. *Pooree.*—Population, 886,000; primary grant, Rs. 7,000, supplemented by a special grant of Rs. 1,000. The total number of aided primaries has fallen from 1,183 with 10,759 pupils, to 1,124 with 10,705 pupils. Unaided schools are 496 against 410 in the preceding year. The Joint-Inspector estimates the number of primary schools and patshalas in the district at 1,927. The only change made in the system was the addition of seven inspecting pundits. Of 983 schools which sent up candidates to the reward examination 930 were successful, and of 6,077 pupils examined 5,400 earned rewards. Though this result is not quite so astonishing as that of last year, when 6,000 were successful out of 6,011, some extraordinary

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results are brought out in the figured returns of the examination. Thus of the 5,400 successful candidates, 3,767 passed by the higher standard against 1,926 in the preceding year, while only 1,633 passed by the lower standard against 4,074 in the preceding year. No word of explanation is offered for this surprising contrast. At the subsequent scholarship examination, 387 passed from 129 schools out of 582 candidates from 167 schools; in the previous year 461 candidates from 184 schools passed out of 890 from 218 schools. The decrease is not satisfactorily explained. Of the whole allotment, Rs. 2,281 were spent on lower schools, Rs. 240 in salaries of inspecting pundits, and the balance on primary schools. Only one-third of the abadhans are returned as having had any kind of education.

202. *Balasore.*—Population 942,000; primary grant Rs. 7,780, to which was added a sum of Rs. 223 from the khas mehal fund. The number of aided primaries has fallen from 1,527 with 26,263 pupils, to 1,447 with 22,737 pupils. Unaided schools were 534 against 438. Several modifications, some of doubtful expediency, have been introduced into the system. In supersession of the former system of inspecting abadhans, twelve inspecting pundits were appointed in the middle of the year, six on Rs. 10 and six on Rs. 15 each, who were entrusted with the sole duty of inspection. The salutary restriction prohibiting candidates once passing the primary scholarship or the pass examination, from again competing for rewards at any examination of the same standard, has been withdrawn. One cannot help questioning the wisdom of a change of this nature, which can scarcely fail to have an injurious effect on the progress of the system. Of 1,664 schools which sent up candidates to the reward examination, all were successful, as against 1,640 out of 1,879 in the previous year; and of 9,116 candidates 7,039 earned rewards, against 5,773 out of 11,789 in the previous year. And yet in the face of these figures the Deputy Inspector writes—"The lower standard in the pass examination was abolished in the year under report, and the higher standard only was retained with certain modifications. Thus the examination was made more difficult for boys to pass." The Magistrate, while exonerating the Deputy Inspector from any blame, expresses his disapproval of the changes introduced into the system of examination, and his intention to restore the reward examination to a sound system. It appears from his remarks on the Deputy Inspector's report, that all those schools which were not likely to pass boys were first weeded out by the sub-inspectors, and only those that were likely to pass were examined. Hence the wonderful results above noticed. But this operation was one which the Deputy Inspector was in no way authorized to carry out. The object of the pass examination is to weed out, at centres near their homes, those boys whom it would be useless to drag to the primary scholarship examination, at which they would have no chance of success; while the rewards to the abadhans are arranged in such a way that the latter will find their advantage both in attracting larger numbers of pupils, and in pushing forward their clever boys, this double object being secured by a double standard of examination. But if sub-inspectors are first to go round and select these boys who are to be allowed to compete, abadhans will not take their boys to examination unless they are sure to succeed, and they will devote their energies to perfecting the few rather than to bringing on the mass. Moreover, the plan is not unlikely to lead to charges, however ill-founded, of favouritism and cupidity against the educational staff. Every abadhan is entitled to have all the boys whom he presents for examination fairly examined, and no arbitrary interference with this right should be allowed. With the very best intentions it cannot but be that some injustice is done. As regards the change introduced into the standard, it would appear that there were in Balasore, until this last year, two separate pass examinations of unequal difficulty, and that boys could go up to which they pleased. In the year under report, one examination of medium standard was substituted; all boys who gained quarter-marks were allowed to pass, and all restrictions preventing boys who had already succeeded from competing again by the same standard, were swept away. This misconception of the true objects of the reward examination demands all the attention the Magistrate is giving to the subject. In the scholarship examination 346 candidates from 158 schools passed, out of 406 candidates from 159 schools, against 175 from 136 schools, out of a total

of 300 candidates from 141 schools, in the previous year. Here, too, the large number of successful schools is remarkable. Only 110 abadhans have had any training or hold certificates of examination. Of the primary allotment, Rs .2,545 were spent in lower schools, Rs. 1,031 in inspecting pundits, and about Rs. 4,500 in primaries.

203. *Orissa Tributary Mehals.*—The area of the Orissa Tributary Mehals is 16,184 square miles, and the population 1,624,000. The year 1880-81 has been marked by a general increase in the number of schools and pupils in institutions of almost every class. The returns show a total gain of 178 schools and 2,475 pupils, the great bulk of which is due to the expansion of the system of primary education in the two educational circles comprising the estates of Banki, Ungool, Dhenkanal, Mourbhunj, and Keonjhur, and of secondary education in the Kondmals. Middle English schools are the same as last year. Middle vernacular schools have increased by two, with an increase of 93 pupils. Lower vernacular schools show a satisfactory increase both in numbers and in attendance, their being a gain of 14 schools and 414 pupils. This increase is distributed over nearly half the Tributary States, particularly in Ungool, Mourbhunj and the Kondmals. The increase of 162 under the head of primary schools is mainly confined to Ungool, Banki, Keonjhur, and Mourbhunj. From this it is not to be inferred that so many new schools have actually been started. In Ungool and Banki, the increase only represents the increasing success of the inspecting officers in bringing a larger number of village schools within the compass of the primary system by the promise of rewards. In Mourbhunj and Keonjhur, the increase merely indicates greater activity in the collection of statistics, the indigenous schools not having as yet been placed under any definite system of payment-by-results. The unaided schools are supported either by contributions from the people, or from the revenues of the Native States, or by a cess locally levied, as in the Kondmals.

204. The principal operations of the year may be summarised as follows:—

1st.—The re-organization of the schools in Banki and Ungool. The chief features of this measure were the curtailment of contingent grants in Ungool and Banki; the withdrawal of Government grants from the lower vernacular schools in Dhenkanal; and the establishment, with the savings thus effected, of four lower vernacular schools in Ungool, of one middle vernacular school in Banki, and of two inspecting pundits for the better supervision of primary schools in those estates.

2nd.—The provision by Government of eight additional scholarships for the encouragement of Gurjat schools.

3rd.—The appointment by Government of two additional sub-inspectors for the Gurjats.

4th.—The appointment by the Maharajah of Mourbhunj of two inspecting pundits, for the inspection of the indigenous primary schools in Mourbhunj and Bamanghati.

205. The inspecting staff now consists of eight officers, viz. three sub-inspectors and five inspecting pundits. Of the three former, two are paid by Government, and the third, namely the Kondmal sub-inspector, is maintained out of the proceeds of a local cess. The work performed by this last-mentioned officer is more that of an inspecting pundit than of a sub-inspector. Four inspecting pundits were appointed in the course of the year, in addition to one previously existing in Dhenkanal, namely, two by Government for Ungool and Banki, and two by the Maharaja of Mourbhunj for the primary schools in his killah.

206. There are no high schools; the two middle English schools are the same as last year. In the Dhenkanal school, the roll-number was 81 against 70 on the corresponding date of the preceding year; and the total expenditure amounted to Rs. 1,708. Though inferior to the Baripada school in numerical strength, the general organization of the classes is better. The school has not as yet sent candidates to the middle English scholarship examination, but its success in the last middle vernacular examination was marked. The Sanskrit department attached to the school is the best institution of its kind in the Gurjats, and is only second in efficiency to the Sanskrit school at Pooree, maintained by the Maharaja of Bulrampore. The course prescribed

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in Sanskrit grammar and literature for the Sanskrit title examination has been introduced into this school. The Baripada school had 134 boys on the rolls, against 166 last year. The total expenditure was Rs. 1,646.

207. Of the four middle vernacular Government schools, the establishment of those at Charchika in Banki, and Purnagarh in Ungool, have been remodelled with reference to their actual requirements; and the Subarnapore school has been re-established. Changes were also effected in the teaching staff of the Charchika school, with good results. The revival of the Subarnapore school has been satisfactory and the present attendance shows that there was a genuine demand for such an institution. A boarding-house has been opened in connection with the Purnagarh school, with the object of providing accommodation for scholarship-holders from the interior of the killah Of the three unaided schools that at Keonjhur is the best.

208. The four Government lower schools in Ungool were opened towards the end of the year, and all of them bid fair to be useful, both to boys from primary schools in their neighbourhood, and also as feeders to the middle class vernacular school at Purnagurh. Government aid has been withdrawn from the seven aided schools in Dhenkanal, and they are now entirely maintained by the revenues of that State. The Kondmals, Mourbhunj, and the other Tributary States all show a gain both in schools and in pupils. The increase in the number of lower vernacular schools is particularly satisfactory, since they form the stepping stone to a higher vernacular course. Eight schools are still left to themselves, without any departmental inspection.

209. PRIMARY SCHOLARSHIP EXAMINATION.—The following table shows the result of the primary scholarship examination. The subjects of this examination for Bengal proper are (1) handwriting, manuscript reading, reading and explanation of Bodhoday; (2) the first four rules of arithmetic, simple and compound, and the rules of Subhankar; (3) bazar and zemindari accounts and simple mensuration.

Primary Scholarship Examination, 1880-81.

Division.	Number of competing schools.	Number of candidates.	Number passed.	Percentage of passed scholars on roll number at beginning of the year.
Presidency	611	1,539	728	8·7
Burdwan	1,617	5,122	2,277	2·77
Rajshahye	442	1,047	337	9·34
Dacca	638	1,771	1,122	7·9
Chittagong	407	1,205	492	10·29
Patna	1,726	7,695	5,811	5·5
Bhagulpore	1,251	4,553	1,959	3·83
Chota Nagpore	299	757	413	9·5
Orissa	901	2,604	1,812	1·7
Total ...	7,887	26,293	13,951	.....

In the previous year 24,163 pupils competed from 7,620 schools, and 11,354 pupils passed from 5,107 schools. There is therefore an increase of 267 competing schools with 2,130 pupils, and of 2,597 successful pupils. The increase is mainly in the Presidency, Chittagong, and Bhagulpore Divisions. The only serious decline is in Dacca. The Inspector however represents that no comparison can be made between the figures for the two years, because in 1879 schools of a higher class were allowed to send pupils to compete for certificates only, a concession which was withdrawn in the following year. In the absence of further information this unsatisfactory explanation must be accepted.

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210. Owing to changes in the forms prescribed by the Government of India, it is impossible to compare the figures for 1880-81 with those for 1879-80 in detail. The following table, however, compares them under the three chief heads:—

	Number of schools.		Number of pupils.	
	1879-80.	1880-81.	1879-80.	1880-81.
Government schools	1	1	16	33
Aided ,, ...	38	41	3,458	3,762
Unaided ,, ...	8	10	1,021	1,116
Total ...	47	52	4,495	4,911

211. It will be convenient to treat of the schools according to localities. The following table furnishes details regarding the aided schools in Calcutta, and such of the unaided schools as have responded to the invitation to send in returns:—

European and Eurasian Schools in Calcutta, 1880-81.

	Name of School.	Management.	Pupils, 1879-80. Boys.	Pupils, 1879-80. Girls.	Pupils, 1880-81. Boys.	Pupils, 1880-81. Girls.	Monthly Government grant, 1880-81.	Monthly schooling-fees, 1880-81.	Actual receipts from Government, 1880-81.	Total expenditure, 1880-81.	Remarks.
	Aided Schools for Boys.						Rs. A. P.	Rs. Rs.	Rs.	Rs.	
	High Schools.										
1	Doveton	Protestant ...	261	.....	237	.....	250 0 0	3 to 10	3,000	47,445	
2	St. James'	Protestant ...	127	.....	114	.....	200 0 0	4 to 6	2,000	25,084	
3 & 4	Free School	Protestant ...	229	124	241	137	894 5 4	Free (*a*)	19,732	25,709	(*a*) A certain number of pay pupils are admitted at Rs. 3 a head.
5	St. Joseph's	Roman Catholic	417	.....	344	.....	200 0 0	3 to 5	2,400	11,253	
6	St. Chrysostom's	Roman Catholic	108	.....	127	.....	75 0 0	1 to 4	900	4,440	
			1,142	124	1,063	137	1,619 5 4		19,032	1,14,528	
	Middle Schools.										
1	St. Stephen's	Protestant ...	26	24	22	23	100 0 0	1 to 3	671	2,007	
2	Old Church Day	Protestant ...	50	38	48	40	70 0 0	2 to 3	880	3,622	
3 & 4	Benevolent Institution	Protestant ...	118	102	136	124	(*b*)284 0 0	Free	3,408	5,398	(*b*) This includes a capitation grant of Rs. 75 a month.
5	Calcutta Boys'	Protestant ...	50	.....	49	.....	25 0 0	1 to 3	205	2,207	
6	St. John's	Protestant ...	30	24	26	20	50 0 0	1 to 2	600	1,668	
7	Cathedral Male Orphanage	Roman Catholic ...	230	.....	220	.....	200 0 0	Free	2,400	5,316	
8	Baptist Mission	Protestant ...	21	16	19	9	25 0 0	1 to 1½	300	881	
			525	204	520	216	754 0 0		8,464	20,969	
	Total for aided boys' schools ...	.....	1,667	328	1,583	353	2,373 5 4		27,496	1,35,497	
	Aided Schools for Girls.										
	Special Instruction.										
1	Church Mission Normal	Protestant ...	.....	10	.....	11	100 0 0	15 (*c*)	1,020	6,813	(*c*) Inclusive of lodging and board.
	High Schools.										
1	Calcutta Girls'	Protestant ...	.....	124	.....	147	200 0 0	16 to 20 (*c*)	2,400	17,103	
	Middle Schools.										
1	St. Mary's	Roman Catholic ...	30	50	33	60	50 0 0	3 to 6	600	5,220	
2	St. Paul's	Protestant ...	27	69	32	78	55 0 0	1 to 1½	660	2,200	
3	St. James' Elementary	Protestant ...	12	22	23	39	50 0 0	½ to 1	.....(*d*)	802	(*d*) Not drawn.
4	St. John's Chapel	Roman Catholic ...	8	20	3	31	25 0 0	2	191	731	
5	European Female Orphan Asylum ...	Protestant ...	.....	58	.....	57	200 0 0	Free	2,400	13,612	
6	Old Church Parochial Home	Protestant ...	.....	24	.....	23	75 0 0	Do.	807	2,697	
7	Bow Bazar Loretto	Roman Catholic	40	173	13	243	150 0 0	1 to 4	1,800	6,089	
8	Entally Female Orphanage	Roman Catholic	12	108	10	214	250 0 0	Free (*e*)	3,000	7,104	(*e*) A certain number of pay pupils are admitted.
9	Dhurrumtollah Loretto	Roman Catholic	.....	.....	52	130	50 0 0	1 to 4	437	3,103	
			138	623	166	875	905 0 0		9,895	41,548	
	Total for aided girls' schools ...	.....	138	757	166	1,033	1,265 0 0		14,215	65,464	
	Total for aided schools ...	.....	1,805	1,085	1,749	1,386	3,638 5 4		41,711	2,00,961	
	Unaided Schools for Boys.										
	High Schools.										
1	St. Xavier's	Roman Catholic ...	426	.....	402	.....	.....	.....	.....	.....	
2	Calcutta High School	Protestant ...	.....	.....	170	.....	.....	.....	.....	.....	
	Middle Schools.										
1	Infant Preparatory	Not stated ...	.....	.....	60	30	.....	.....	.....	.....	
	Unaided Schools for Girls.										
	High Schools.										
1	Doveton Institution for Young Ladies	Protestant ...	.....	147	.....	134	.....	.....	.....	18,800	
2	Loretto House	Roman Catholic ...	.....	101	4	138	.....	.....	.....	.....	
3	La Martiniere for Girls	Protestant ...	.....	.....	.....	.....	.....	.....	.....	.....	
	Middle Schools.										
1	Pratt Memorial Girls'	Protestant ...	.....	.....	.....	45	.....	.....	.....	6,600	
2	Campbell Cottage School	Not stated ...	.....	.....	11	13	.....	.....	.....	.....	
3	Miss Moran's School	Not stated ...	.....	.....	6	13	.....	.....	.....	.....	

N.B.—The Armenian Philanthropic Academy, being an institution for the children of Armenians only, has this year been excluded from the list.

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212. It is not possible to compare the cost of boys' and of girls' schools, most of the schools being mixed. In the large Free School, and in the Benevolent Institution, for instance, no separation of the expenditure on boys and on girls is made by the managers. The expenditure in 22 aided schools in 1879-80 was Rs. 1,92,437, and the cost to Government Rs. 40,615; while the monthly grants aggregated Rs. 3,517. Last year the expenditure on 23 aided schools was Rs. 2,00,951, and the cost to Government Rs. 41,711, the monthly grants aggregating Rs. 3,638. During the year one aided school (St. Saviour's) ceased to exist; while the Calcutta Boys' school and the Dhurrumtollah Loretto Girls' school were taken upon the aided list.

213. If we exclude the Free School, with its large Government grant of nearly one-third the total cost, we find that Government has paid less than one-fifth of the cost of these schools in Calcutta; and if we deduct the figures for the other free schools—namely, the Benevolent Institution, the Catholic Male Orphanage, and the Catholic Female Orphanage at Entally, we find that Government paid less than a seventh part, or roughly Rs. 22,000 out of Rs. 1,57,000. The most expensive school is the European Female Orphan Asylum, in which each pupil costs Rs. 240 a year, or just Rs. 20 a month, of which Government pays Rs. 3½; the pupils are all boarders, and are being trained for domestic service. Each pupil in the Free School costs, for tuition only, Rs 66 in the year, or Rs 5-8 a month, of which Government pays nearly Rs. 2-8. In the Catholic Female Orphanage the cost of each pupil for the year was Rs. 22, and in the Male Orphanage Rs. 24-8, Government paying a fraction over one rupee a month for each child. The difference in cost of tuition is explained by the different rates of salaries paid to teachers in the Free School and in the Orphanages.

214. There is very little system in the distribution of the Government money; a defect arising from the different amounts which have been available at different times for aiding schools. Thus, most of the old schools get much larger grants than those more recently aided. The only remedy for this state of things would be a considerable addition to the grant-in-aid allotment, so as to enable me to bring up the less favoured schools to an equality with their companions; or failing this, we must look to the gradual introduction of a payment-by-results system, so as to bring about an equality without violence to vested interests. A beginning in this direction has already been made; and the grants of all the middle schools of Calcutta, in which fees are paid, will be paid next year according to the results of the examination to be held in the present year. The success of the high schools at the Entrance Examination is shewn below. St. Xavier's and the Doveton were very successful.

Number.	Name of School.	Number of candidates.		First division.		Second division.		Third division.		Total.		Scholarships.	
		1879-80.	1880-81.	1879-80.	1880-81.	1879-80.	1880-81.	1879-80.	1880-81.	1879-80.	1880-81.	1879-80.	1880-81.
1	St. Xavier's	25	28	...	11	3	12	3	2	6	25	.....	2
2	Doveton	12	15	1	6	3	5	1	.....	5	11	1	... ..
3	La Martiniere	3	10	.....	2	1	3	1	... ..	2	5	.....	.....
4	St James'	4	2	.. ...	.... .	1	.....	.....	... ..	1	.....	... ..	...
5	St. Joseph's	8	5	.....	.....	2	1	.. ...	.....	2	1	.. ..	... ..
6	St. Chrysostom's ...	3	1	.. ...	.....	.....	.....	.....	.....	... ..	... ..	.....	.....
7	Free School	... ..	2	.. ..	.....	.....	.....	. ....	.. ...	.... .	.....	.....	... ..
8	Calcutta High School ...	.....	2	.....	.....	.....	1	. ... .	1	...	2	.. ..	.....
	Total ...	55	65	1	19	10	22	5	3	16	44	1	2

215. Outside Calcutta we know of the following schools at work in March last. In the Burdwan Division there were three middle schools for boys and three for girls, all aided by Government, and all under the management of the Railway Company. There was also a Convent school at Assensole, which has received a grant since the close of the year. In the Rajshahye Division there were two high schools for boys, both at Darjeeling, and both now aided—St. Paul's for Protestants and St. Joseph's for Roman Catholics; one Government middle school at Kurseong; and two middle schools for girls, both at Darjeeling—the Darjeeling Girls' school for Protestants, and the Convent school for Roman Catholics; both aided, the latter since the close of the year. At

Dacca there is one middle school for boys, aided. In Patna there were two aided middle schools for boys, one at Buxar and the other at Dinapore; and one unaided middle school for girls, namely, the Convent school at Bankipore; the Gulzarbagh aided school was temporarily closed. In Bhagulpore there was only the large middle boarding school for boys and for girls at the Railway station of Jamalpore. In Orissa there is one high school for boys under Protestant management, one middle school for boys under Catholic management, and two middle schools for girls, one for Protestants and one for Catholics; these are all in the town of Cuttack, and all are now aided; the Protestant high school and the Catholic girls' school having received grants since the close of the last official year. It will thus be seen that of seven mofussil schools classed as unaided in the last report, five have received grants during the past official year, or soon after its close; while in Calcutta, a new high school for boys has been established and two others have been aided. There has been some discussion about opening a school at Sahibgunge on the Loop Line; but it is more probable that the Railway boarding school at Jamalpore will be enlarged so as to take in children at present scattered in small schools.

The following paragraphs, taken from the divisional reports, give further details of those schools which received aid from Government during the year.

216. In Burdwan there were six aided schools, as in the preceding year, for the education of Europeans and Eurasians. They are all mixed schools; but as in the returns prescribed for this year there were no headings or sub-headings for these schools, they have been classed as middle English schools for boys or for girls, according as more boys or more girls attended them. The Assensole school and the two Howrah schools (the St. Thomas' and Bishop Milman's,) have been classed as boys' schools; the others—viz. the Ranigunge, the Ramporehat, and the Chinsurah schools—as girls' schools. They are all aided from Railway funds as well as by Government. The general statistics of these schools are given below:—

Schools.	Number of Pupils on the 31st March 1881.			Average monthly number.	Average daily attendance	Expenditure.		
	Boys.	Girls.	Total.			Government.	Local.	Total.
St. Thomas' school	21	20	41	35	28	1,264	1,598	2,862
Bishop Milman's ,, ...	32	18	50	58	38	360	1,026	1,386
Assensole ,, ...	23	17	40	26	24	792	1,914	2,706
Ranigunge ,, ...	7	10	17	16	14	288	847	1,135
Ramporeh Hât ,, ...	4	7	11	8	6	360	659	1,019
Chinsurah ,, ...	4	9	13	14	7	627	21	648
Total ...	91	81	172	157	117	3,691	6,065	9,756

There was another aided school at Howrah with 80 girls, but by an accident it has been omitted from the returns; and a Convent school at Assensole, aided since the close of the year.

217. In Rajshahye the aided schools in March last were St. Paul's school and St. Joseph's, both at Darjeeling; the Darjeeling girls' school, and the Kurseong Government Railway school. St. Joseph's is a new school, having received a capitation grant during the year under review. The other three are old schools. A grant was also sanctioned for the Convent school; but it drew no aid up to the close of the year. In St. Paul's school the number on the rolls on the 31st March last was 107, as against 72 on the same date in the previous year. The average monthly attendance during the year was 81. The cost to Government of each pupil in 1880 was Rs. 5-7-9, and the cost for 1881 Rs. 4-3-1. From the highest class, or the sixth form, two boys were sent up for the last F.A. examination, but both failed; and one boy, who was a junior scholarship-holder, was prepared for the matriculation examination of the Edinburgh University. From the fifth form six boys were sent up for the last Entrance examination; four passed, two in the first and two in the second division. One who gained a second grade scholarship has proceeded to England; one has joined the Seebpore Engineering College, and the other two are studying in the school for the F.A. examination. The prizes were distributed at the close of the session by His Honor the Lieutenant-Governor, who had offered a gold medal for the captain of the

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school, which was won by W. Moore. Medals were also given by the Director of Public Instruction and the Inspector of Schools.

218. In St. Joseph's school, the session for 1880 opened on the 1st of February with 25 pupils (24 boarders and one day-scholar) and closed on the 30th November with 32 pupils (28 boarders and 4 day-scholars). The school is divided into five classes, and the highest is taught up to the Entrance standard. The instructive staff consists of five teachers, including the Principal The school receives a capitation grant of Rs. 4 per mensem for each boarder, and of Rs. 2 for each day-scholar in regular attendance, up to a limit of Rs. 200 a month; the total amount drawn from Government from the 1st September to the close of the year was Rs. 700. The income from other sources during the year was Rs. 11,277.

219. In the Government Railway school at Kurseong, the number of boarders has increased during the year, though not to the extent expected. In April 1880 there were 25 boarders and two day-scholars on the roll, which numbers were increased to 32 boarders and one day-scholar by the end of the year. There are now 38 pupils. The average monthly number on the roll was 29, and the average daily attendance throughout the year 28. The following classification of the parents will show what class of people use the school: —

	Children.
Of Northern Bengal State Railway employés	7
„ Eastern Bengal Railway „	12
„ Public Works Department „	2
„ Telegraph „ „	2
„ Darjeeling Steam Tramway „	4
„ Outsiders	5
Total ...	32

In October the school was moved from "Constantia" to the Government building on the Mahalderam ridge above Kurseong, and this has proved an advantage in every way. The school now possesses as good buildings as any of its kind in India. Government has lately added a gymnasium, a cricket-ground, a workshop, a hospital, a new cook-house with an English cooking-range, a laundry and a bathroom; and when the new dormitories, to hold 40 boys and 40 girls, are completed, the school will provide all that can be required. The head-master and head-mistress, both of whom were trained and had long experience in England, have proved to be as efficient in teaching and in management, as they are popular with their pupils.

The full fee for schooling, board, and medical attendance, is Rs. 20 a month. For the children of State Railway servants the fee varies from Rs 10 to Rs 15 a month; and for those of officers of the Public Works and Telegraph Departments, from Rs. 15 to Rs. 20 a month, according to the amount of the parent's income. Other children of the same family are taken at reduced fees in every case.

The amount of fees collected and paid into the treasury during the year was Rs. 6,521, besides other receipts to the amount of Rs. 117. The following sums were drawn from the treasury during the year:—

	Rs.	A.	P.
(*a.*) Establishment	5,982	13	4
(*b.*) Maintenance	4,355	10	0
(*c.*) Medical	316	0	0
(*d.*) Miscellaneous	953	14	0
Total ...	11,308	5	4

The amount drawn from the treasury being Rs. 11,308, and the income being Rs. 6,638, there was a balance of Rs 4,670, or an average of Rs. 168 per pupil per annum, paid by Government. There were, however, outstandings, since collected, amounting to Rs 853; and including these, the cost of each pupil is reduced to Rs. 137. The cost of maintenance, including food, servants, medical attendance, and miscellaneous charges, has been brought within the sanctioned limit of Rs. 12-8 a month, which is covered by the receipts from pupils. Practically, Government provides the salaries of the head-master and head-mistress, and nothing more.

220. In the Darjeeling Girls' school, there were on the 31st March last 22 pupils, as against 21 on the same date of the previous year. The average

daily attendance was 20. Of the 22 pupils 14 read a classical language. Towards the total expenditure Government paid Rs. 2,400. The school has secured the services of a most competent and experienced head-mistress in Miss Roby, who arrived from England in January last. It has also the advantage of a strong and active committee, appointed partly by Government and partly by the Diocesan Board of Education. It has been supplied with new furniture, and is about to move into a new building capable of accommodating a large number of boarders. Altogether it promises to become one of the best and most successful hill-schools of its class in India.

221. In the Dacca Division the only school is in the town of Dacca. During the year the numbers declined from 44, with a monthly average attendance of 47, to 42 with an attendance of 31. The fee-receipts fell from Rs. 795 to Rs. 634; and though the subscriptions rose from Rs. 251 to Rs. 364, the Government grant was reduced from Rs. 1,046 to Rs. 933. Efforts were made during the year to form a strong committee, and to establish the school on a sure footing. The committee, however, are reported to be doubtful if they can undertake the risk of engaging masters under the conditions laid down by Government, which make the grant depend in part upon the attendance.

222. In Patna the number of European and Eurasian children attending the mixed aided schools at Dinapore and Buxar, and St. Joseph's Convent at Bankipore, was 197 against 209 in the preceding year. The decrease of 12 children is due to the closing of the Gulzarbagh aided school, which has again been lately re-opened. Of the 197 children, 44 were boys and 153 girls. Besides these, 12 Eurasian boys are taught in the ordinary high schools of the division. The Kurji Priory school now teaches only 45 Native Christians, and is therefore no longer included under this head.

223. In Orissa, on the 31st March last, there were altogether 155 European and Eurasian children under instruction—namely, 152 in Cuttack, two in Pooree, and one in Balasore. The three latter attended the Government high schools at head-quarters. Of the 152 children in the Cuttack district, seven are in native schools. The remainder are distributed as follows:—27 in the Protestant high school, 13 in the middle school under Roman Catholic management, and 105 in two girls' schools, one Protestant and one Roman Catholic; all these schools being in the station of Cuttack.

The social position of the European and Eurasian pupils attending these four schools is shown as follows:—

Name of School.	Total number of pupils.	Upper classes of society.	Middle Classes of Society.					Lower Classes of Society.						
			Government service.	Estate.	Profession.	Trade.	Total.	Service.	Agriculture.	Trade.	Skilled labour.	Common labour.	Miscellaneous.	Total.
Cuttack high school for boys ...	27	.. .	12	...	9	6	27	...	...	...	...	...	...	...
R. Catholic middle school for boys ...	13	... ..	... ..	...	...	1	1	4	...	8	..	...	...	12
Convent Girls' school ...	62	3	30		4	11	45	7	...	6	1	...	...	14
Cuttack Christian Girls' school .	43	.....	15	...	15	2	32	11	.	.	..	.	..	11
Total .	145	3	57	...	28	20	105	22	...	14	1	...	...	37

From the above table it is manifest that the new high school is solely supported by the classes who are in a position to give their children a good education, and who are therefore naturally anxious to have a school which will answer that end.

The Cuttack Christian and the Convent Girls' schools have now reached in all respects the point at which schools of their standing begin to rank as efficient. The pupils of these schools are classified by the Joint-Inspector in the following statement, in accordance with the standards laid down in the departmental circular of the 15th June 1879. In the Christian Girls' school, of 43 pupils 8 have reached the fourth standard, 9 the third, 4 the second; while 8 are in the higher and 14 in the lower stage of the first. Of 62 pupils in the Convent school, 6 are in the sixth standard, 8 in the fifth, 8 in the fourth, 11 in the third, 7 in the second, and 7 and 15 respectively in the higher and lower stages of the first.

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The Roman Catholic middle English school supplies a fair standard of instruction to a considerable number of poor Eurasian children, one of whom passed the middle English scholarship examination held in November last.

224. The following statement presents the statistics of the schools in this province which are assisted by the Railway Company, for six months of the present year:—

		Company's grant.	Average fees for month.	Government grant.	Other funds.	Average receipts for month.	Pupils in the school.
		Rs.	Rs.	Rs.	Rs.	Rs.	
Howrah	St. Thomas' school	30	87	85	... ..	202	39
	Bishop Milman's school ...	30	17	30	30	107	46
Raniganje	school	25	43	24	5	97	10
Asansole	,, ...	65	109	66	.....	240	52
Rampore Hât	,, ...	30	19	30	.....	79	11
Jamalpore	,, (boarding)	110	529	235	20	894	76
Dinapore	,, ...	50	37	45	.....	132	21
Buxar	,, ...	80	112	89	30	311	70
	Total ..	420	953	604	85	2,092	325

Each child in these schools cost on an average nearly Rs. 6-8 a month, of which Government paid Rs. 1-12.

VII.—FEMALE EDUCATION.

FEMALE EDUCATION.

225. The table below shows the progress made during the year in female education:—

	1879-80.		1880-81.	
Government schools	2	251	2	307
Aided ,, ...	595	12,954	731	15,849
Private ,, ...	60	2,025	107	3,607
Total ...	657	14,870	840	19,763
Girls in boys' ,, ...	...	13,643	...	13,455
Grand Total ...	...	28,513	...	33,218

About 400 of the pupils in girls' schools were little boys. The increase is very considerable under all heads but the last.

226. The Government Bethune school has now 109 pupils, with a high average attendance of 99; of whom four are matriculated students of the University, and are preparing for the B.A. and F.A. examinations. Fifty-one are reading English, and one (Miss D'Abreu), who passed the Entrance examination in 1879, is learning a classical language.

The second of the two Government schools is the Eden school at Dacca, established in 1878. In March last its roll number was 198, against 147 in the previous year. It passed four candidates last year by the lower vernacular scholarship standard, and these are now reading the middle scholarship course. The two girls who were reading the higher course in 1880 have not yet been sent up to the examination.

227. The subjoined statement shows the institutions in Calcutta (other than the Bethune school) which are aided by Government for the promotion of female education They are all for the benefit of native girls, with the exception of the training class in the Church Mission Normal school, in which European and Eurasian girls are trained to be teachers for native schools.

I.—Zenana Agencies.

	Monthly grant. Rs.	A.	P.
American Mission Agency	752	0	0
Church Mission Society's Agency	300	0	0
Church of Scotland Agency	100	0	0
Free Church Agency	90	0	0
Total ...	1,242	0	0

II.—Normal Schools.

Free Church Normal School	166	10	8
Church Mission Society's School	160	0	0
Total ...	326	10	8

III.—Orphanages.

	Rs.	A.	P.
Church of Scotland Orphanage	40	0	0
American Mission Foundling Asylum	100	0	0
Free Church Orphanage	75	0	0
Total ...	215	0	0

IV.—Schools for Native Girls.

Church of Scotland—			
Dhobapara school	20	0	0
Kidderpore „	20	0	0
Sonai „	20	0	0
Free Church—			
Dr. Duff's school	80	0	0
Church Mission Society—			
Central school	50	0	0
Mirzapore Hindu school	15	0	0
Syambazar school	14	0	0
Wesleyan—			
Toltollah school	20	0	0
Unitarian—			
Dhurrumtollah school	30	0	0
Total ...	269	0	0

228. Outside Calcutta the progress has been steady in every division. In the Presidency Division the figures show a large increase. Three years ago there were 86 girls' schools, and 4,610 girls under instruction; while now there are 173 schools with 8,026 girls at school. It is noticeable that this year Nuddea alone shows a loss, attributable no doubt to the sickness of the year, whereas the increase of last year was almost entirely confined to that district. Female education is in fact slowly but surely growing in public favour; and the early-marriage difficulty is now practically the sole obstacle. The increase is mainly found in primary and lower schools.

In the 24-Pergunnahs the number of girls in lower vernacular schools rose from 972 to 1,785. Of the new girls' schools in this district, 17 were private schools. Two girls from the Tala school, in the north suburb of Calcutta, passed the lower vernacular examination, and one of them gained a scholarship.

In Nuddea 1,524 girls are reading in 58 girls' schools, and 679 in boys' schools. Of these schools 18 receive grants-in-aid, and the rest are primary fund schools. The best grant-in-aid schools are the Chandsarak at Kishnaghur, under native managers; the school at Kishnaghur kept by the Italian nuns; the two Church Mission schools at Santipur; and the schools at Ranaghat, Durgapore, Kumarkhali, and Muragacha. Several of the girls' schools in the sudder sub-division have suffered from the rivalry of the schools opened by the Zenana Agency, which offers free tuition and prizes. Two girls from the Chandsarak school passed the lower vernacular scholarship examination. Five girls passed the primary scholarship examination from primary schools, two receiving scholarships. The Magistrate proposes to substitute a capitation rate of two annas a head in place of the fixed stipends for girls' patshalas. Of the girls in all schools one was a European, three were Mahomedans, 125 Native Christians, and the rest Hindus. Thirty-five were in the middle stage of progress, and 629 above the lowest stage.

In Jessore, the number of both schools and pupils was doubled, while unaided schools rose from three to seven. The increase is chiefly due to the policy followed by the Magistrate, in assigning a portion of the primary allotment in each sub-division for the maintenance of girls' schools, and of girls' classes in boys' schools. Those provisions in the payment-by-results system, by which girls are specially rewarded, have contributed to the same end. There were 38 attached girls' classes with 396 pupils. The cause of female education in Jessore has been taken up by a body styling itself the "Jessore Union," composed of educated men of the district residing in Calcutta. Of the girls in all schools, 42 were in the middle stage and 685 above the lowest stage of progress; these are more than double the numbers in the preceding year

In Moorshedabad there has been a trifling improvement. For the first time in this district a girl passed the lower vernacular scholarship examination, and was awarded a prize of Rs. 20. No girls appeared at any of the other examinations.

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229. In Burdwan the number of girls under instruction has increased in every district, and very considerably in Bankoora, where a capitation grant of one anna a month is given from the primary fund for each girl at school. Special rewards of Rs. 5 each were given to the gurus of those indigenous patshalas which sent up successful candidates to the examinations held under the superintendence of the Uttarpara Hitakari Sabha. In Burdwan, gurus are rewarded at the rates of Rs. 12, Rs. 8, and Rs. 4 for every girl passing at the final senior and junior scholarship examinations of the Sabha. As a rule girls do not appear at the departmental examinations. A local annual examination is held in the district of Midnapore for the award of eight girls' scholarships, six at one rupee and two at two rupees a month. The standard of this examination is not higher than that of the primary scholarship. In Hooghly one primary scholarship has been set aside for the encouragement of girls' schools not affiliated to the Uttarpara Hitakari Sabha. Most of the schools in Howrah, Hooghly, Burdwan, and Bankoora do, however, send up candidates to the examinations of the Sabha. For the examinations held in February last, 72 candidates from those districts registered themselves, of whom seven did not appear. Of the remaining 65 candidates, three competed for the zenana prizes; and for the scholarships, five for the final, 13 for the senior, and 44 for the junior. An ex-pupil of the Konnagar, and another of the Uttarpara girls' school, obtained the zenana prizes. In the scholarship examinations four succeeded in the final, six in the senior, and 21 in the junior; all of whom gained scholarships. Three others passed in the senior and twelve in the junior examination, but without scholarships. A girl from a patshala in the Burdwan district obtained the highest place in the senior examination. It is noteworthy that a Mahomedan girl from Bankoora passed a very creditable examination, and obtained a junior scholarship.

230. In Rajshahye there is a decrease this year of one girls' school (a primary grant school in the district of Bogra) but an aggregate increase of nine girls in girls' schools. The condition of the girls' schools in this division continues to be most unsatisfactory. Not a single girls' school in any of the seven districts is yet in a position to prepare or to pass pupils at any scholarship examination. The girls' schools, therefore, properly speaking, are in the primary stage of progress, and should have been returned under "primary schools." In the district returns they have been dealt with in a somewhat anomalous manner, some having been returned as primary schools, and others as middle or lower class schools, according to the standard up to which they were intended to teach when they received a Government grant.

231. In the Dacca Division the only Government school for girls is the Eden Female school in the town of Dacca. This school is making steady progress. The number of girls on its rolls at the close of the year was 198, against 147 of the previous year. Four candidates appeared at the last lower vernacular scholarship examination, all of whom passed, two being placed in the first division and two in the second. It also sent up ten candidates to the primary scholarship examination, of whom eight passed the test, all being placed in the first division. Two aided schools of the Dacca district were, during the year, raised from the primary to the lower vernacular class. The Malkhanagar school sent up a girl to the lower vernacular scholarship examination, who passed in the first division. The lady who examined the wool-work done by this girl gave her full marks, reporting that there was not a single false stitch. Eighty candidates from the Dacca district appeared at the primary scholarship examination, of whom 69 passed; 54 in the first division, ten in the second, and five in the third. In Furreedpore there is one grant-in-aid school, which is situated at the Sudder station. Two girls who passed the last primary scholarship examination are now reading the lower scholarship standard. Six girls from five patshalas also competed with success at the primary examination, and one of them—a married girl of 15 years—has set up a patshala at her father's house, and is also preparing herself for the next lower vernacular examination. Such an example is unprecedented in the annals of Lower Bengal. Another successful candidate from this district is a Brahman girl. In Backergunge there has been a loss of one girls' school. It has been the policy of the Magistrate and the Deputy Inspector, on economical grounds, to encourage girls to attend the boys' schools rather

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than to open out schools for them exclusively; holding that as most of the girls are married at 11 and leave school at that age, it is immaterial whether they read in boys' or in girls' schools. The school for girls at the Sudder station deserves prominent notice, as having passed one girl at the middle scholarship examination in the second division: she stood first of all the girls in Eastern Bengal, and obtained a Mary Carpenter scholarship, tenable for one year. Nine girls from schools in the interior of the district passed the primary scholarship examination, seven being placed in the first division, one in the second, and one in the third. In Mymensing, a girl from the grant-in-aid school in the town passed the lower scholarship examination, and gained the Haris Chandra scholarship of Rs. 2 a month. Four girls from schools in the interior passed the primary examination.

232. In the Chittagong Division the number of girls' schools has risen from 103 to 130, and the number of girls at school from 2,620 to 2,838; giving an increase of 24 schools and 218 girls. Tipperah has a gain of 111 girls, Noakholly of 103, and Chittagong of only four. In Tipperah, one of the two middle vernacular schools is that maintained by the Zenana Education Society, which gets a grant of Rs. 100 a year for contingencies and for scholarships, the latter being awarded according to the results of an annual examination. The Deputy Inspector, however, says:—"I know officially nothing of the doings of the Society. Neither the annual statement of income and expenditure, nor the list of text-books, nor the result of the examinations, has been communicated to me. At my request the officiating pundit of the girls' school has ascertained that the Society examined 67 candidates, of whom one in the first class, two in the second, three in the third, five in the fourth, nine in the fifth, and 18 in the sixth class, were declared successful; and that upon these results seven scholarships—one of Rs. 24, three of Rs. 12, and three of Rs. 10 each per year—have been awarded." The grant to the Society was renewed in January last on condition of supplying this information; but no bills have been drawn since the renewal. The other middle vernacular girls' school is the Fyzunnissa Girls' at Comillah, described by the Inspector of Schools in his last annual report as "the best girls' school which I have seen in this circle, except the Eden Female school." At the last middle vernacular scholarship examination one girl appeared from this school and passed, this being the first instance of the kind in the Chittagong Division. Two girls of the Bajipati school are preparing for the next lower vernacular examination. At the last primary examination 21 girls appeared, of whom nine passed. One of these, from the Brahmanbaria girls' school, obtained a Government scholarship; another obtained the scholarship awarded for one year by Mr. Toynbee, Magistrate of the district. The Deputy Inspector says that no grace is allowed to girls in passing the public examinations.

In Chittagong, the status of three of the girls' schools was raised—one to the middle vernacular, and two to the lower vernacular standard, though the two latter are more successful institutions. The average number of girls in each of the nine schools of the district is 20 only. In December last seven girls appeared at the primary examination, all of whom passed; three of them getting scholarships. One of these three stood third in the list of successful candidates, the other two standing seventh and eleventh. All but one passed in the first division. The Inspector remarks that the number of girls appearing at that examination would have been much greater, had it not been for the objection which parents have to sending their girls to the centres of examination, generally at some distance. One great obstacle that prevents girls from appearing at the higher examinations, independently of their getting married and going out of our hands altogether, is that after passing the primary examination they do not find it easy or convenient to go to villages where schools for giving instruction of a higher order exist. One of the scholarship-holders of the past year is reading in her old patshala; but the guru is not capable of helping her much in her present studies.

In Noakholly the best school is that at head-quarters, which is aided from the grant-in-aid fund. The other 21 schools of the district are aided from the primary fund; the Magistrate having sanctioned a capitation grant of two annas for each girl to teachers having more than five girls under instruction. This promise has called into existence 19 new schools. The Magistrate also

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sanctioned Rs. 70 from the primary fund for giving rewards and books to deserving girls. For the first time in the history of the district, girls competed at a public examination,—that for the primary scholarship. Five girls appeared from the Noakholly school, of whom two passed in the first division, each having secured 268 out of 500 marks, and three in the second. One girl (Srimati Kadambini) obtained a primary scholarship.

233. In Patna the number of aided girls' schools remains unchanged. The Bankipore girls' school continues at work with 30 girls, as in the preceding year. The number of primary grant girls' schools has decreased by one, owing to the closing of a girls' patshala in Shahabad; but the number of girls attending such schools throughout the Division has risen from 229 to 265. The number of girls attending boys' schools has risen from 900 to 1,870. It is remarkable that out of 1,870 girls in boys' schools, so large a number as 1,680 are found in Durbhunga, one of the otherwise backward districts of the Division. Of these girls, 43 are in middle vernacular, 66 in lower vernacular, and 1,571 in primary schools.

234. In Bhagulpore the number of girls' schools returned was 22, attended by 329 pupils, against 24 schools with 312 pupils of the preceding year. There were also 311 girls studying in boys' schools of different classes. The boarding schools for Sonthal girls at Dharampore, Taljhari, and Benagoria were good lower vernacular schools. The schools at Bhagulpore, Monghyr, Maldah, and Dumka, though inferior, were also of the same class. All the others were primaries. The total number of girls under instruction in the Division was 640, against 727 of the year before. The falling off was due to the closing of eight girls' classes of doubtful status in Maldah. A pupil of the Bhagulpore girls' school gained a lower vernacular scholarship.

235. In Chota Nagpore there was a gain of one unaided and three aided schools, and of 33 pupils on their rolls. The number of girls in boys' schools shows a decline of 109. The decrease was, however, confined to the districts of Lohardugga and Singbhoom, the other two showing an advance. There were two girls' schools in Hazaribagh, both supported by grants-in-aid. One of these, that under the Free Church Mission at Pachamba, has been returned as a lower vernacular, and the other at Hazaribagh as a primary school. The Pachamba school had a staff of five teachers, and although it sent up no candidates to the lower vernacular scholarship examination during the year, it was still doing useful work amongst the Sonthals of the Pachamba sub-division. Two Behari girls from the Hindi department of the Hazaribagh school went up to the primary scholarship examination during the year; but both were unsuccessful. Rai Jadu Nath Mookerjea, the Secretary, takes great interest in this school. In Lohardugga, of the seven schools four were aided and three unaided. Two of the aided schools were supported by grants-in-aid, and were under the German Mission, one at Ranchi and the other at Lohardugga. These were attended by 35 girls, besides six boys. The remaining two aided schools were the primary-grant schools at Silli and Jojuhati. These had on their rolls 90 girls, against 109 at the end of the preceding year. Besides these, there were three unaided schools attended by 80 pupils. These were the lower vernacular girls' school at Ranchi, with eight pupils on its rolls; and the two schools at Ranchi and Govindapore, under the management of the German Mission, attended by 72 children. The number of girls attending all the seven schools was thus 205. The number of girls in boys' schools being 295, the total number receiving instruction at the end of the year was 500.

236. In Orissa, the girls in girls' schools have advanced from 821 to 883, against a loss of 102 girls in boys' schools, the bulk of which is confined to the Balasore district. Of ten aided lower schools, nine receive grants-in-aid and one a primary grant. The six aided primary schools represent the six teachers attached to the Balasore Zenana Association. Under unaided schools, the single lower vernacular school is a new institution opened in Balasore by the Baptist Missionaries; and there are 12 primary schools, connected for the most part, directly or indirectly, with the same agency, and mostly situated in the neighbourhood of Pooree and Balasore. Of the 11 lower schools, aided and unaided, five are Hindu girls' schools—viz four in Balasore and one in Cuttack. The rest are attended almost exclusively by Christian girls. None of them teach the full lower vernacular course. Christian girls' schools are, as a rule,

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more efficient than those for Hindu girls, being composed for the most part of pupils who remain under instruction to a later age, and who have also the advantage of a good boarding system. The bulk of the primary girls' schools are attended by Hindus, but the full primary scholarship standard has not yet been introduced into any. One girl passed the lower vernacular scholarship examination from the Balasore Mission girls' school and gained a Mary Carpenter scholarship. Six girls passed the primary scholarship examination in Balasore, and one in Cuttack. The girls that competed successfully at the pass examination are returned as 25ɔ, 114, and 30, for Balasore, Cuttack, and Pooree respectively.

237. Mrs. Wheeler, Inspectress of Schools, has furnished progress returns of 1,943 pupils reading in zenanas, or in schools connected with zenana agencies, and of 248 girls in schools under native managers. The standards under which these were examined are the following. The primary stage, lower section, is that of a pupil who can read little words; can distinguish the different letters composing the words; can write the alphabet neatly; can numerate up to 50, and who has not gone beyond that standard. In the higher section of the primary stage, a pupil should at least be able to read little stories; to spell words with compound letters; to write easy sentences from dictation; and to write and count the numbers up to 1,000. If she can answer questions about the stories she has been reading; can write such stories from dictation; can read, spell, and explain compound words; can numerate up to five figures with ciphers, and do a simple addition sum, she is on the upper limits of the primary and close on the middle stage. In the middle stage she should read *Bodhoday*, write and spell well, and do addition and subtraction. If she further knows a little grammar and the definitions of geography; can write and spell faultlessly; can turn a piece of poetry into prose, and do a multiplication sum, she is approaching the confines of the upper stage. Applying these standards, Mrs. Wheeler reports that of the 2,192 female pupils examined, 1,882 are in the lower primary stage, 268 in the higher primary, and 41 in the middle stage; while only one of those examined had reached the upper stage. The pupils returned in the middle stage are only 41, against 58 last year; the Hindu School, with its 19 pupils in the middle stage, having been examined in 1879-80, but not in the year under report. The single pupil in the upper stage of progress was in a school belonging to the Church of Scotland Agency. The returns show a slight improvement upon those of last year, when the numbers in the two primary stages and the middle stage were severally 1,861, 200, and 58. Of 559 pupils examined in schools belonging to the American Mission Agency, 484 were in the lower primary, 64 in the higher primary, and 11 in the middle stage; while of zenana pupils, 43 were in the lower and 29 in the higher primary, and 11 in the middle stage. Of 241 pupils examined in schools of the Free Church Agency, 207 were in the lower primary, 29 in the higher primary, and 5 in the middle stage. Of 270 examined in the schools and zenanas of the Society for the Propagation of the Gospel, all but 19 were in the lower primary stage. Of 241 pupils of the Church of Scotland Mission Agency, one was in the upper, 24 in the middle, 26 in the higher primary, and the rest in the lower primary stage. Of 269 pupils of the Church Mission Agency, three were in the middle, 33 in the higher primary, and the rest in the lower primary stage. In the schools of the London Mission 200 pupils were examined; 23 were returned in the higher primary, and the rest in the lower primary stage. Of the 249 children examined in schools under native managers, 215 were in the lower primary stage, 31 in the higher primary, and three in the middle. The obstacles in the way of the Missionary agencies, which were enumerated in the last report, are again the subject of complaint by the managers and the Inspectress; still the figures give reason to believe that some small return is being obtained for the money laid out by Government, while every day brings signs that the demand for female education in Bengal is surely, however slowly, advancing and extending.

238. The highest point yet reached in the advance of female education is marked by the success of two girls' schools in the University examinations of December 1880. The Government Bethune School and the Free Church Normal School both sent up girls to the First Arts examination; the former two, the latter one. Chandra Mukhi Bose, from the Normal School, passed in the second division, and Kadambini Bose, from the Bethune School, in the third; both

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are now reading in the Bethune School for the degree examination, special scholarships of Rs. 25 and Rs. 20 a month respectively having been awarded to them for that purpose. At the same time the Bethune School sent up three candidates to the Entrance examination, and the Free Church Normal School one. Two of the candidates from the Bethune School were successful—Kamini Sen passing in the first division, and Subarnaprabhu Bose in the second; the former is now reading for the First Arts examination, the latter has recently been removed from the school on her marriage. It is only fair to remark that, though these young ladies all came up from Calcutta schools, they are not natives of Calcutta; and Eastern Bengal especially claims a large share of the honour of their success. The example which they have set will not be thrown away; indeed we hear already of other schools following the lead of the Bethune and the Free Church Normal schools, though these have secured the distinction of being the pioneers of the higher education of women in Bengal.

VIII.—SPECIAL INSTRUCTION.

SPECIAL INSTRUCTION.

239. This department comprises the subjects of law, medicine, and engineering, surveying schools, industrial schools, and the School of Art. Normal schools and schools of Oriental learning are also treated under this section. The general statistics are shown in the following table:—

Statement of Attendance and Expenditure in Schools for Special Instruction in 1880-81.

	Number of institutions.	Pupils.	Expenditure. Provincial revenues.	Expenditure. Fees, &c.	Expenditure. Total.	Average annual cost of educating each pupil. Total cost.	Average annual cost of educating each pupil. Cost to Government.
			Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Government Law Schools.							
Presidency College	1	227	.....	19,606	19,606	98 8 4	... ..
Hooghly ,, ...	1	35	.....	2,006	2,006	71 10 3	... ...
Kishnaghur ,, ...	1	16	.....	675	675	14 5 9	.....
Dacca ,, ...	1	30	.....	1,126	1,126	51 2 10½	... ..
Patna ,, ...	1	41	.....	2,400	2,400	64 13 10	.....
Rajshahye ,, ...	1	6	.....	466	466	51 12 5	... .
Cuttack ,, ...	1	12	.....	120	120	10 0 0	.....
Total ...	7	367	... ..	26,399	26,399	74 9 2	.....
Medical College, Calcutta	1	123	1,62,861	8,140	1,71,001	855 0 0	814 4 10
Engineering College, Howrah	1	172	43,189	6,435	49,624	322 3 9	280 7 2
Calcutta School of Art	1	80	18,600	1,905	20,505	256 4 9	241 8 11
Government Vernacular Medical Schools.							
Sealdah	1	244	36,059	4,340	40,399	252 7 10	225 5 10
Patna	1	146	14,989	2,028	17,017	120 0 9	111 0 5
Dacca	1	87	16,427	1,961	18,388	204 4 11	182 8 4
Cuttack	1	26	3,978	.....	3,978	147 5 4	147 5 4
Total ...	4	503	71,453	8,329	79,782	193 10 3	173 6 10
Government Vernacular Survey Schools.							
Dacca	1	46	2,700	672	3,372	80 5 3	40 4 9
Patna	1	29	2,149	269	2,418	86 5 8	76 12 0
Cuttack	1	44	2,048	180	2,228	65 8 5	60 3 9
Total ...	3	119	6,897	1,121	8,018	62 2 5	53 7 5
Artizan Schools.							
Ranchi	1	27	636	410	1,046	47 8 8	28 14 6
Dehree	1	50	540	.....	540	15 14 1	15 14 1
Total ..	2	77	1,176	410	1,586	28 5 1	21 0 0

240. Comparing these figures with those of the preceding year, it appears that the number of law students has increased from 321 to 367; that the number of students in the Medical College has decreased from 153 to 123; while the numbers in the Engineering College have increased from 73 to 172. This last increase is mainly in appearance, as the 73 pupils of the previous year were merely those transferred from the Engineering Department of the Presidency College; some 77 pupils who had just joined the newly-opened college at Seebpore were not included in the returns, and so the actual increase is from 150 to 172. All these departments of instruction are connected with the University; the preliminary qualifications required for each course being the B.A. degree for law, the First Arts certificate for medicine, and the Entrance certificate for engineering. The total number of those reading for a professional career has increased from 547 to 662. The School of Art has 80 pupils against 76 in the previous year.

241. In schools of a lower class, the pupils in vernacular medical schools declined from 508 to 503, and those in vernacular survey schools from 138 to 119; while artizan schools are two with 77 pupils, against three with 57 in the previous year. The numbers in the table for medical schools do not agree with those in the general returns, because the medical session comes to an end before the close of the official year, and therefore the number actually in attendance on the 31st March does not properly represent the number present during the session. Among the survey schools, the Cuttack school is growing in popularity. In Dacca there is a falling off, which does not seem to have attracted notice; while the Patna school is still reported to offer insufficient attractions to Behari students.

242. LAW.—There are now seven Government colleges to which a law class reading for the B.L. degree is attached, a new class having been opened in January at Cuttack. The number of students attending the law classes depends every year, as was explained in the last general report, on the number of fourth-year students in general colleges—a fact which accounts for the increase of 46 in the number of law students. The total expenditure in all law classes has increased from Rs. 25,219 to Rs. 26,399, while they cost Government nothing, but on the contrary returned a profit of Rs. 4,879. All the law classes are now self-supporting.

243. The following table shows the results of the examination for the degree of Bachelor of Law, the number passing being twelve less than in the previous year, when 47 candidates passed out of 88, all in the second division.

	Number of candidates.	Passed in the: First division.	Second division.
Presidency College	60	3	19
Hooghly „	8	1	3
Kishnaghur „	5	...	3
Dacca „	9	...	3
Patna „	4	...	3
Total ...	86	4	31

The Dacca and Hooghly classes both did badly, though the latter partly redeemed its failure by passing a candidate in the first division.

244. *Presidency College.*—The Law Department on the 31st of March 1881 contained 227 students, against 212 on the same date in the previous year, showing an increase of 15 students as detailed below:—

	1880.	1881.	Increase.	Decrease.
3rd-year B.L. class	45	53	8	.....
2nd „ „ „	52	62	10	.....
1st „ „ „	87	92	5	.....
2nd „ Pleadership class	19	18	.....	1
1st „ ditto „	9	2	.....	7
Total ...	212	227	23	8

From the above table it appears that there was an actual increase of 23 students in the B.L. classes, and a decrease of 8 in the number of admissions to the pleadership classes. An extract from a circular of the High Court

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which appeared in the *Calcutta Gazette* of the 16th February 1881, notifying that no further examination for pleaderships would be held after the year 1882, seems to have had the effect of limiting new admissions to those classes. Six of the students are Mahomedans, and one is a Native Christian; last year there were four Mahomedans. The fee receipts were Rs. 22,282 against Rs. 18,277, and the expenditure Rs. 19,606 against Rs. 18,523 in the previous year. The Law Department was therefore not only self-supporting, but had a large surplus in its favour.

245. *Hooghly College.*—The number of students on the 31st March 1881 was 35, against 29 in the previous year; 16 being in the first-year class, 10 in the second, and nine in the third. The fee-receipts of the lecturer were only Rs. 2,006.

246. *Dacca College.*—On the death of the Law Lecturer, Baboo Beni Madhav Dutt, M.A., B.L., a young officer of great promise, Baboo Rajani Kanta Chaudhuri, B.L., was appointed law lecturer of the college. There were 30 students on the rolls, against 22 last year, and 17 the year before. The total receipts and expenditure were Rs. 2,018 and Rs. 1,126, against Rs. 1,567 and Rs. 1,971 respectively in the previous year.

247. *Patna College.*—The number of students on the 31st of March 1881 was 41, against 39 in the previous year; 15 being in the first year B.L. class, five in the second year, and nine in the third year, while the number in the pleadership classes was 12. Of these, 26 were Beharis, including 10 Mahomedans, and 15 were Bengalis. The fee-receipts were Rs. 3,711, against Rs. 2,617 of last year, showing a surplus of Rs. 1,311 after meeting the salary of the lecturer up to the limit of Rs. 2,400 a year.

248. *Kishnaghur College.*—The number of students at the end of the session was 16. Of the four students sent up to the B.L. examination three passed.

249. *Rajshahye College.*—The attendance in the Law Department continues to be low, the average monthly roll-number being only nine. As the law class is chiefly recruited by students of the third and fourth-year classes of the general department, no increased attendance can be expected until those classes become larger. The law lecturer is paid partly by fees, and partly by the interest of the endowment of Rs. 20,000, given last year by Rani Manmohini Debi of Putia towards the support of the law classes.

250. *Ravenshaw College, Cuttack.*—The law classes were opened during the year under review. They contain 12 students—nine in the first year, and three in the second-year classes.

251. MEDICINE.—The figures show a decrease of 20 per cent. in the number of college students, and an unimportant decrease in the vernacular schools. The cost in all is rather higher. The number passing out from the schools this year with diplomas was 93, against 125 in the previous year; nearly 41 from the Campbell school, against 55 the year before; from Dacca 17 against 22; from Patna 29 against 40, and from Cuttack 6 against 8. The decrease in the case of the Temple school at Patna was confined to the Military class, which declined from 67 to 32.

252. *Medical College.*—During the absence of Dr. T. E. Charles on furlough for two years, Dr. Harvey was appointed to officiate as Professor of Midwifery in the College, and as Obstetric Physician in the Hospital. In November Dr. J. Anderson resumed charge of his duties as Professor of Comparative Anatomy and Zoology from Mr. Wood-Mason. On the retirement of Dr. W. J. Palmer, Dr. Raye was confirmed in his appointment as Professor of Anatomy and Second Surgeon to the hospital.

All students of the college undergo a course of medical training for five years; though the hospital apprentices read for only three years in the College, their first two years being spent with a regiment. The admission test for the full five years' College course is the First Arts examination. There were 153 students on the rolls at the beginning of the session, including hospital apprentices, against 208 in the year preceding. During the session, 13 students of former years were re-admitted, and 54 were admitted as new students; thus there was a total of 220 students, against 277 of last year. Of the 67 new and re-admissions, two were Government scholarship-holders, 10 free students, 25 paying students, 17 hospital apprentices, and 13 casual students. During the session five senior scholarship-holders and five paying students left the

college, after passing their final M.B. and L.M.S. examinations; 27 hospital apprentices rejoined their regiments after the completion of their course; while one senior and three junior scholars, 54 paying students, and one free student withdrew their names; and one hospital apprentice was dismissed the service. As in former years, the fluctuations in attendance were very great, as many as 54 paying students having withdrawn their names during the course of the session. This chiefly arises from inability to pay the monthly fees; and a remedy for it has now been devised by the regulation that fees are to be paid in advance, in two sums of Rs. 30 for each half-year.

253. Of 34 candidates for the first M.B. and L.M.S. examinations, 11 passed, seven being placed in the first division. Of 62 candidates who presented themselves for their final examination, 27 passed, two being placed in the first division. Since the first establishment of the English class of the Medical College, 42 years since, 700 students have obtained degrees and licenses in medicine and surgery. Of these 26 were from Ceylon.

254. *Native Dais.*—Eight native *dais* passed in midwifery during the year.

255. *Campbell Medical School.*—There were 244 students on the rolls against 250 of last year. The session opened with 163 students, and during the year 52 new admissions and 29 re-admissions were made. On the other hand, 41 passed the examinations and left the school; 57 were struck off for failing to pay their fees, 8 were turned out for irregularity or misconduct; 8 left of their own accord; 49 failed to pass the examinations, and one was transferred to the Temple Medical School at Patna. So there remained only 80 students at the end of the session, against 163 in the previous year. This decrease is due to the revised standard of admission, which is considerably higher than the old standard, and has resulted in the increased efficiency of the classes, which are now better looked after, and promise to turn out better students than before.

Of 53 second-year students who presented themselves for the first diploma examination, 42 or about 80 per cent. passed, against 70 per cent. of the previous year. Of the 11 unsuccessful candidates, 7 failed in anatomy and 4 in materia medica. Of 54 candidates at the final diploma examination, 41, or about 76 per cent., passed, against 68 per cent. of last year and 55 of the year before.

256. *Dacca Medical School.*—At the close of the session there were eight students in the fifth and fourth years, 14 in the third year, 30 in the second year, and 35 in the first year, making a total of 87, against 83 in the previous year. Of these, 20 were vernacular scholars, six held medical scholarships, and 10 were free students.

Out of 30 candidates for the first diploma examination, one was absent, and five were kept back for short attendance at lectures. Twenty-four presented themselves, of whom 17 passed, against 14 of last year. Of 24 candidates for the general diploma examination, 17 were successful.

257. *Temple Medical School, Bankipore.*—The number of students on the rolls on the 31st March was 146, of whom 32 were in the military classes and 114 in the civil classes, against 147 on the same date last year.

Of 40 candidates at the first diploma examination, only 19 passed. Of 25 military and 22 civil students who appeared at the final diploma examination, 18 of the former and 11 of the latter were successful. The fee-receipts amounted to Rs. 951.

258. *Cuttack Medical School.*—There were 26 students on the rolls, 11 in the first year, 5 in the second and 10 in the third, against 28 of last year.

Five candidates presented themselves for the first diploma examination, of whom three passed. Of 10 candidates for the final diploma examination, six were successful.

259. ENGINEERING.—At the beginning of the year the civil engineering classes attached to the Presidency College were transferred to the new Government Engineering College at Sibpore. Four classes, numbering about 150 students, were opened for civil engineers, mechanical engineers, civil overseers, and mechanical apprentices. To this last class were joined the 60 boys belonging to the European Department of the Dehree School. The number in the new college was 172 at the end of the official year. Two of the survey schools show a small falling off, Cuttack alone continuing to increase in number and popularity. The details are given below.

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260. *Government Engineering College, Howrah.*—On the retirement from the public service of Mr. C. Grant, teacher of drawing, Mr. J. T. Bartlett was appointed to succeed him. Of Mr. Grant's services it is not possible to speak too highly. Thoroughly conscientious in his duties, he possessed a complete mastery of the subjects he taught, and identified himself with the interests of those who were placed in his charge. His pupils have erected a tablet in the hall of the Engineering College as a token of gratitude and of respect for his memory. Baboo Byomkes Chakravarti, M.A., was appointed in July to be lecturer in physical science; and in November, on his arrival from England, Mr. E. F. Mondy was appointed Professor of the same subject. Towards the end of the year Mr. F. Lepper, of the Public Works Department, was appointed to officiate as Professor of Engineering.

261. *Engineer Classes.*—The number of students who were transferred from the Presidency College at the beginning of the year under report was 73,—37 in the first year, 18 in the second, and 18 in the third. The first-year class was subsequently increased by new admissions, many of whom, however, left before the end of the session.

Of 34 candidates who presented themselves at the first-year annual examination, 13 were found fit for promotion to the second year. Of the second-year class, nine were promoted to the third year. The whole of that class, consisting of 16 students, together with 15 students of the old Civil Engineering Department of the Presidency College, went up in June 1880 for the B.C.E. and L.C.E. examinations; in all 31 candidates, of whom 13 passed, three obtaining the B.C.E. degree and ten the License. The result of this examination, so far as it concerned the students of the new Engineering College, was unsatisfactory. The Officiating Principal attributes this to two causes—(1) the shortness of the time, namely, three years, allowed to the students under the old rules to prepare themselves for the examination. The period has now been extended to four years. (2) The interruption of study that followed the removal of the College to Sibpore.

262. The College re-opened on the 21st June 1880 with 54 students in the first-year engineer classes, of whom 44 were new admissions and 10 failed students of the previous session. After some fluctuations the number was reduced to 31. At the close of the year the number of engineer students in all the classes was 82. The accommodation provided for the native students was of a temporary character, and they had in consequence to put up with some inconvenience; added to which the drainage of the ground was imperfect, and there was a good deal of fever, especially towards the cold weather. Owing to these causes, several students left the college. The ground has since been thoroughly drained, and there is now no more sickness at Sibpore than in Calcutta. A large and handsome building fronting the river has now been sanctioned for the residence of the native students, and will at once be taken in hand by the Public Works Department.

263. It was found advisable during the year to alter the time for admission to the College from June to February. Under the old rules candidates had to wait for six months after having passed the Entrance examination, and it was thought that this loss of time would now be the more felt, as under the new rules the course of theoretical training extends over four years instead of three. Accordingly, the annual examination of the classes was held early in March 1881, as arrangements could not be made to hold it earlier in the first year of change. Of 29 students in the first-year class, 27 were found fit for promotion. As the second and third-year classes had just returned from survey work, they were promoted to the next higher classes on probation without any examination. There were few new admissions to these classes, owing to the shortness of the notice that could be issued regarding the alteration in the date of examination.

264. *Overseer Classes.*—These classes consist of civil overseers and mechanical apprentices. An examination for admission was held at the Presidency College at the end of March 1880, when 42 candidates for the civil and 30 for the mechanical class appeared. Of these, 31 were found qualified for the former and 18 for the latter. A further examination for admission to these classes was held in June, and 20 out of 30 candidates were selected. All these, however, did not join, and some left after joining. Those who remained

were examined in December and February, and were promoted to the second year, with a few exceptions. These classes were recruited by new admissions held in March in accordance with the new rules. The number of students who were admitted to this class on their transfer from Dehree was 58. Of these, 13 were in the first year, 15 in the second, 23 in the third, and 7 in the fourth. An examination was held in May, when all the students were promoted. Of the seven students in the fourth year who appeared at the final examination, six passed and obtained employment, four under Government and two in private firms. A further examination was held in December and February; and in future the annual examination of these classes will be held in January, except the fourth year, which will be examined in July or August. On the 31st March the total number in these classes was 90.

265. Of 172 students of all classes on the rolls of the college at the end of the year, 100 were Hindus, 68 Christians, 3 Parsees, and 1 Mahomedan.

The fee-receipts in the engineer classes amounted to Rs. 5,869, against Rs. 5,597 of the previous year; and in the overseer class to Rs. 567. The total expenditure rose from Rs. 42,462 of last year to Rs. 49,624. The increase was due to the annual increments of the salaries drawn by professors, and also to new appointments. The annual cost of educating each student was Rs. 280-7, against Rs. 550 of last year.

266. The building formerly used for the drawing classes has now been converted into a physical and chemical laboratory, considerable additions having been made to it for that purpose. The laboratory has been supplied with a fairly complete stock of chemicals and apparatus, procured directly from the manufacturers in England. A series of practical lessons on mortars and cements was delivered to the students of the third-year by Mr. Dejoux.

The students attended the workshops daily, and Mr. Fouracres reports satisfactory progress in this direction. The native students do not look down upon manual labour as was apprehended; on the contrary, they take delight in working with their own hands at the bench, the lathe, the forge, and the foundry. The only obstacle in the way of their progress in the shops is their weak physique; but there are some natives, the Superintendent states, who are as good workmen in every way as their European fellow-students, and who would do credit to any establishment of the kind.

The Board of Visitors met in the college premises once a fortnight towards the close of the year; and their time was fully occupied in the discussion and settlement of questions tending to the good government of the college and the well-being of the students.

267. The half-yearly examinations for appointment and promotion in the Public Works Department were held in August and February. The results are summarised below—

Examination.	August 1880.		February 1881.	
	Number examined.	Number passed.	Number examined.	Number passed.
For Assistant Engineer grade	6	.....	2	1
„ Sub-Engineer „	.....	... ..	.....	.....
„ Overseer „	2	...	2	1
„ Sub-Overseer „	3	.....	... ..	.....
„ Accountant „	41	14	46	13

On the result of the departmental and college examinations, one certificate was issued for the grade of Assistant Engineer, 13 for that of Overseer, 4 of Sub-Overseer, and 27 of Accountant. The practice of issuing certificates of qualification for the subordinate grades upon the results of the University examination has been discontinued.

268. *Dacca Survey School.*—On the 31st March there were 30 in the first-year class and 16 in the second, against 31 and 36 in the preceding year. The decrease is not accounted for.

Of 22 students who appeared at the annual examination of the first-year class, 16 were promoted to the second year. For the final examination 28 students presented themselves; two passed in the first division, two in the second, and 14 in the third.

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The fee-receipts were Rs. 672 against Rs. 784 of last year, and the expenditure Rs. 3,372 against Rs. 3,271.

The passed students of the Dacca Survey School, especially those who are skilled in practical surveying, find no difficulty in obtaining employment.

269. *Patna Survey School.*—The number on the rolls on the 31st March was 29, of whom 13 were in the second-year class and 16 in the first year. In the previous year there were 39 students. The falling off is ascribed to the fact that in Behar there is not as yet the same demand for the passed pupils of the Patna Survey School, as there is for those of the Dacca School in East Bengal, or for those of the Cuttack School in Orissa.

Eight out of 14 students of the first-year class were promoted to the second year, five were expelled for trying to use unfair means to pass the examination, and one failed. At the final examination, out of 13 candidates 11 passed—3 in the first division, 5 in the second, and 3 in the third.

The fee-receipts were Rs. 269 against Rs. 289-9, and the expenditure Rs. 2,418 against Rs. 2,348-3.

270. *Cuttack Survey School.*—There were 44 pupils on the rolls against 32 in the previous year. These were drawn from all parts of Orissa. Fifteen out of 20 pupils in the first-year class passed for promotion. At the final examination 11 candidates passed, against 9 of last year. The passed pupils of the Cuttack Survey School continue to find employment as readily as before.

271. INDUSTRIAL SCHOOLS.—There were during the year two industrial schools—namely, those at Dehree and Ranchi. The European school at Dehree was amalgamated with the Government Engineering College, Howrah, and the Dacca School was closed.

272. *The Dehree (Vernacular) School.*—This is an artizan school for the sons of workmen at Dehree. The roll number was 50, against 39 of the previous year. The Government expenditure was Rs. 540.

273. *Ranchi School.*—There were on the rolls 27 pupils, against six at the end of the year preceding. The pupils receive monthly stipends of one or two rupees, and are trained in blacksmith's work and carpentry, besides being taught to read, write, and work a little arithmetic. Three of the 27 pupils were learning the trade of a blacksmith, and the rest carpentry. With the assistance of their teachers they turned out work to the value of Rs. 410.

The total expenditure was Rs 1,046, of which Rs. 636 was borne by Government, the rest being met from the sale proceeds of articles manufactured in the workshop. The school is recovering from the loss it sustained in the departure to Europe of the late Superintendent, Mr. Herzog.

274. *Patna Industrial School.*—This school was re-opened during the year; but was again closed for want of a qualified superintendent. This want has since been supplied by the appointment of a trained engineer from England. A considerable sum has been set apart from the invested funds for the purchase of machine and other tools; and the school will shortly be set at work under very favourable conditions, and with good promise of success.

275. SCHOOL OF ART.—The number of students on the rolls on the 31st of March 1881 was 80, against 76 of last year. The work of the students maintains its high standard in many branches of art, fully justifying the encomium passed on it four years ago by Lord Northbrook, when he said that it would bear comparison with that of any art school in England. The studies from life are particularly good, and have elicited the hearty approval of His Excellency the Viceroy and His Honor the Lieutenant-Governor.

The fee-receipts amounted to Rs. 1,905 and the total expenditure to Rs. 20,505. The total cost of educating each pupil was Rs. 266-4-9 and the cost to Government Rs. 241-8-11.

276. ART GALLERY.—The gallery continues to be visited by large numbers of persons, Native and European. Major the Hon'ble E. Baring has been appointed President of the Committee; and the valuable assistance of Lord Northbrook, to whom from the beginning the institution has been deeply indebted, has been secured for the purchase of works of art in England. Out of the accumulated savings in the grant for the past three years, during which the Committee have been unable to make any considerable local purchases, the sum of £1,000 has been remitted to Lord Northbrook for that purpose.

277. NORMAL SCHOOLS.—There are now 14 Normal schools. The first grade schools are those of Calcutta, Hooghly, Dacca, Patna, Rungpore, Ranchi, Cuttack, and Chittagong; the third grade schools are at Julpigori, Motihari, Purulia, Chaibasa, Balasore, and Pooree.

The following is the result of the vernacular mastership examination of 1880 for the pupils of first and second-grade Normal schools. Those at Cuttack, Patna, and Ranchi, in which the language taught is other than Bengali, are not included in the common examination:—

Vernacular Mastership Examination, 1880.

NAMES OF SCHOOLS.	FIRST GRADE CERTIFICATES.					SECOND GRADE CERTIFICATES.					THIRD GRADE CERTIFICATES.					GRAND TOTAL OF	
	Number of candidates.	High.	Medium.	Low.	Total passed.	Number of candidates.	High.	Medium.	Low.	Total passed.	Number of candidates.	High.	Medium.	Low.	Total passed.	Candidates.	Passed.
Hooghly	19	...	5	7	12	24	...	3	15	18	39	...	4	15	19	82	49
Calcutta	9	...	4	3	7	13	...	2	6	8	34	...	2	8	10	56	25
Dacca	8	...	3	4	7	11	...	2	5	7	22	...	2	13	15	41	29
Rungpore	8	...	1	4	5	11	...	...	4	4	13	...	...	4	4	32	13
Chittagong	6	...	...	6	6	6	...	2	2	4	10	...	2	5	7	22	17
Private students ...	11	...	...	1	1	2	...	...	...	...	4	...	...	...	...	17	1
Total ...	61	...	13	25	38	67	..	9	32	41	122	...	10	45	55	250	134

In the previous year 133 candidates passed out of 219. The order of merit this year, judged by the proportion of successful candidates to the total number, is as follows:—Chittagong, Dacca, Hooghly, Calcutta, and Rungpore. Hooghly did not do so well this year, passing 49 out of 82 candidates, against 53 out of 65 in the previous year; while for the first-grade certificate only 12 passed out of 19, against 16 out of 20 in 1879. Dacca, Calcutta, and Chittagong on the other hand show considerable improvement on previous years.

278. *Hooghly Normal School.*—In consequence of the increase of the stipend grant from Rs. 200 to Rs. 300 a month, there was a corresponding increase in the number of pupils. The number on the 31st March was 108 against 77 in the previous year. Of the total number of pupils, 38 are from Burdwan, 20 from Bankoora, 14 from Midnapore, 14 from Hooghly, seven from Howrah, and six from Beerbhoom; the remaining nine came from districts outside the Burdwan Division. Of the 108 pupils, 14 are paying students, three middle vernacular scholarship-holders, and the rest hold Normal school scholarships. The Hooghly Normal school supplied during the past year 19 teachers to the Western, and two to the Presidency Circle.

279. *Calcutta Normal School.*—There were 50 students on the rolls against 48 of last year. Of these nine were paying students, and the rest were holders of Normal school scholarships. During the year under review the stipendiary grant to the Calcutta Normal school was raised to Rs. 200 a month.

280. *Dacca Normal School.*—The number of students on the 31st March rose from 49 to 56, and since the close of the year it has risen to 62. Since the reorganization of middle English schools on a vernacular basis, the demand for pundits in the Eastern Circle is far in excess of the supply.

281. *Rungpore Normal School.*—The number on the rolls on the 31st March was 35, against 38 in the preceding year. Of these, 27 are Hindus and eight are Mahomedans. Only one is a vernacular scholar, and the rest are holders of Normal school scholarships. Of the 35 pupils, five only are natives of Rungpore. Whether the school will succeed in drawing pupils in larger numbers from the backward districts of the division, the object with which it was transferred to Rungpore, is a question on which it is now premature to pass any opinion. The Rungpore Normal school has no practising school attached to it; the want is supplied by an unaided middle vernacular school in the neighbourhood.

282. *Chittagong Normal School.*—During the course of the year under review, the Chittagong Normal school was raised to the status of a first-grade school. The number of students was 34, against 36 of the preceding year. Ten

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students left the school with appointments, against three of last year. The demand for pundits, as in the Dacca Division, is in excess of the supply.

283. *Cuttack and Ranchi Normal Schools.*—Both these schools are doing fair work, considering the small number of secondary schools in Orissa and Chota Nagpore, and the absence of any active demand for Normal school education. The roll number in the Cuttack school was 58 against 50. Of these, 31 belonged to the pundit department, and the rest to the guru department. The Ranchi school had 17 in the pundit department and 18 in the guru department, in all 35, against 12 and 13 respectively of last year. From the pundit department of the Cuttack school 25 candidates passed the examination for certificates, and from the Ranchi school 6 passed the same examination. The question whether the Ranchi Normal school should be retained as a first grade school is still under consideration. The period of probation has been extended for a further year.

284. *Patna Normal School.*—The Patna Normal school is the only school of its kind to which an English Department is attached. The roll number on the 31st of March 1881 was 101, against 63 of the preceding year. The number on the 31st March 1879 was only 16, so that in two years the full complement of pupil-teachers has been made up, a matter for congratulation in Behar. Of the 101 pupil-teachers, 80 belong to the vernacular and 21 to the English department. Of these, 33 came from Patna, 20 from Shahabad, five from Mozufferpore, two from Durbhunga, 23 from Sarun, 10 from Gya, two from Chumparun, one from Bhagulpore, and five from Monghyr. Two came from Purneah, but one having died of cholera, the other left the school, and did not return. It will be seen that only six pupils came from the two districts of the Bhagulpore Division. Four students of the English Department got appointments varying in salary from Rs. 15 to Rs. 25. The result of the annual examination was fair.

285. MADRASSAS.—The following is a comparative statement of the attendance and expenditure of Madrassas for the last year. The number of pupils has increased by 233, or 30 per cent., a most notable improvement, in which all the Madrassas share. The Government expenditure has increased by only 3 per cent.

MADRASSAS.	Number of pupils.	Receipts from Government.	Total expenditure.
Calcutta (Arabic Department)	239	9,801	10,979
Hooghly	34	1,932	2,076
Rajshahye	77	6,451	6,582
Dacca	315	10,234	10,826
Chittagong	266	6,886	7,422
Joraghat	75	480	840
Total ...	1,006	35,784	38,725

286. During the year the Hon'ble Syed Amir Hossein submitted for consideration a pamphlet on the subject of Mahomedan education in Bengal. His recommendations were in substance these :—the closing of the Madrassas at Hooghly, Chittagong, and Rajshahye, on the ground of their very partial success; the establishment in the Calcutta Madrassa of college classes teaching to the B.A. standard, on the ground of the distance of the Presidency College from the Mahomedan quarter of the town; the revision of the course in the Arabic Department of the Calcutta Madrassa, with a view to the introduction of the study of science and of English Generally speaking, his intention was to advocate a change of policy in dealing with the question of Mahomedan education, and to give more prominence to the study of English and less to that of Oriental languages and science. In the Government letter replying to these proposals, a review was given of the policy hitherto pursued. The funds specially set aside for the encouragement of Mahomedan education consist of an annual grant of Rs. 38,000 from the general revenues for the maintenance of the Calcutta Madrassa in its various departments; and of an income of Rs. 55,000 from the Mohsin endowment. Of the income from the Mohsin endowment, one-half is appropriated for the maintenance of Madrassas for the study of Arabic and Persian; and one-half for scholarships tenable in English schools and colleges, and for part payment of the fees of Mahomedan scholars in those institutions. When the whole question was discussed by Sir George Campbell in 1873, it was

the view of Governnent that the intentions of the founder of the Mohsin endowment would be best fulfilled, first of all by providing in the Mohsin schools for instruction in Arabic and Persian, and for a certain amount of Mahomedan law and literature; and in the second place, by affording facilities for the study of English and physical science to students who might wish to take up those subjects. This policy, it was pointed out, has been acted upon ever since; English being nowhere enforced, but its study being encouraged in any of the Mohsin schools in which a strong desire for it was manifested. In the Calcutta Madrassa also the same principle has been followed; and there has always been an Arabic Department for one class of students, and an Anglo-Persian Department for the other. In the Arabic Department Mahomedans have been taught the Oriental languages after their own fashion, with the object of satisfying the requirements of their religion, their idea of a liberal education, and the genuine demand for Oriental learning for its own sake; while in the Anglo-Persian Department every facility has been given them for learning English and Western science. To this policy the Lieutenant-Governor expressed his intention of still adhering; it being in harmony with the wishes of the general Mahomedan population as evidenced, especially in the Eastern districts, by the preference shown for Oriental studies. The Lieutenant-Governor therefore declined to consent to the closing of any of the Madrassas. (This decision, it may be remarked, has been fully justified by the subsequent increase, already referred to, in the number of students in every Madrassa in Bengal.) As to the proposal for a special college for Mahomedans, it was pointed out in the Government reply that the Presidency College had been specially established for the benefit of Mahomedans as well as of Hindus; and that, further, the small number of Mahomedan students passing the Entrance examination (only 32 a year in the whole of Bengal) was insufficient to justify the maintenance, from general revenues, of a special college costing Rs. 50,000 or Rs. 60,000 a year. Finally, the Lieutenant-Governor offered to extend the privilege of reading at reduced fees, already enjoyed by Mahomedans studying in the Presidency College, to students of all other Calcutta colleges, thus removing the grievance complained of in the distance of the Presidency College from the Mahomedan quarter.

287. The Lieutenant-Governor at the same time issued orders for a Committee to consider the question of providing boarding accommodation in the Madrassa building for students attending lectures in Calcutta colleges. After receiving the Committee's report, the Government sanctioned, at considerable cost, numerous alterations in the Madrassa building, all tending to the comfort of the students and the accommodation of larger numbers; allotted a sum of Rs. 1,500 for the purchase of furniture for the use of the boarders; established a common mess for all students in the Madrassa; transferred the Colinga Branch School to new and more commodious quarters, at a rent increased from Rs. 90 to Rs. 150 a month, in anticipation of its final transfer to the house now occupied by the Principal in the Madrassa building; and in view of the last-named project, sanctioned the erection of a new house for the Principal immediately outside the Madrassa premises.

288. The assignment from the Mohsin Endowment Fund to the several Madrassas was as below:—

	Rs.
Assignments to four Madrassas	28,000
Assignment to branch Madrassa at Joraghat	480
Assignment for payment of two-thirds fees in colleges and schools, and part payment of Arabic and Persian teachers	18,740
Mohsin scholarships	9,072
Miscellaneous	70
Total ...	56,362

289. The central examination of all Madrassas was held in November. The comparative results are given in the following table:—

Candidates present from		First division.	Second division.	Third division.	Total.
Calcutta ...	... 82	... 15	2	17	34
Dacca ...	... 29	... 6	...	9	15
Chittagong	... 36	... 4	...	11	15
Rajshahye...	... 10	... 1	1	6	8
Hooghly ...	... 8	... 1	...	3	4
Total	... 165	27	3	46	76

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290. The standard up to which the teaching of the five Madrassas was conducted was the following. The Calcutta, Dacca, Chittagong, and Rajshahye Madrassas each had four senior classes; the Hooghly Madrassa had a first-year class only, though it has now two senior classes. The following table gives the results of the examination in fuller detail:—

Central Examination of Madrassas, 1880.

Classes.	Madrassas.	Number of candidates.	Number who passed in			Total number passed.
			First division.	Second division.	Third division.	
Fourth-year class	Calcutta	9	3	.....	3	6
	Dacca	4	1	.....	2	3
	Chittagong	3	1	.....	2	3
	Rajshahye	3	1	.....	2	3
Third-year class	Calcutta	24	4	.....	4	8
	Dacca	4	.....	.....	2	2
	Chittagong	9	.....	.....	3	3
	Rajshahye	1	.....	.....	1	1
Second-year class	Calcutta	24	2	2	6	10
	Dacca	9	3	.....	2	5
	Chittagong	15	2	.....	4	6
	Rajshahye	3	.....	.....	2	2
First-year class	Calcutta	24	6	.....	4	10
	Dacca	13	2	.....	3	5
	Chittagong	9	1	.....	2	3
	Rajshahye	3	.....	1	1	2
	Hooghly	8	1	.....	3	4
	Total	165	27	3	46	76

291. The total number of candidates was 183. Of these 18 were absent from the examination. Of the 165 who were present, 27 passed in the first division, three in the second, 46 in the third, and 89 failed. These results are inferior to those of the examination of 1879, in which 37 out of 207 candidates being absent from the examination, 36 of the remaining 170 passed in the first division, 17 in the second, 44 in the third, and 73 failed. This apparent inferiority in the results is attributed to the examination of candidates in arithmetic by the central examiners, instead of as heretofore by the local examiners at each Madrassa; to the addition of the first book of the Arabic Euclid to the course of studies in the third-year class; and to the introduction of Hikmat and Akaid into the curriculum of the third and fourth-year classes, and of Munazara into that of the second-year class. Of 108 examinees present from the first and second-year classes, only 47 gained any marks in arithmetic. No marks in that subject were assigned to any student of the second-year class of the Chittagong Madrassa. Marks for Euclid were assigned to 23 out of 38 third-year candidates. Seven answer-papers in Euclid sent up by examinees of the third-year class of the Chittagong Madrassa, being word for word identical with one another, and not identical with the relative portions of the Arabic Euclid, received no marks from the examiner, as it was evident that these candidates had copied from one another. Another examiner also viewed with suspicion the answer-papers sent up by six students of the same class, in the Arabic translation of an unseen Persian passage. There were in all nine examinees present from the third-year class of the Chittagong Madrassa.

292. *Calcutta Madrassa.*—During the absence on furlough of Mr. Gough, Dr. A. F. R. Hoernle was appointed to officiate as Principal of the Madrassa, in addition to his duties as a Professor of the Presidency College.

On the 31st of March 1881 there were 1,041 pupils, including 38 boarders, against 1,033 in the preceding year. Of these, 239 belonged to the Arabic Department, 391 to the Anglo-Persian Department, and 411 to the Colinga Branch School. Of the 1,041 pupils, 658 are English and 383 Oriental students. The distribution, which is nearly identical with that of the previous year, is as follows:—

Oriental Students.

Arabic Department	239
Oriental Department of the Branch school	144
Total	383

English Students.

Anglo-Persian Department	391
English Department of the Branch school	267
Total	658

SPECIAL INSTRUCTION.

Two students of the Arabic Department, and 22 of the Oriental Department of the Branch school, attend classes of the English Department for additional instruction in English. The students of the Arabic Department are without exception Sunnis. There are 13 Shiahs in the Anglo-Persian Department, and two Shiahs in the Branch school.

293. The total expenditure of the Calcutta Madrassa and the Branch school was as follows:—

	Rs.
Arabic Department	10,978
Anglo-Persian Department	15 880
Colinga Branch school	5,029
Total ...	31,887

The fee-receipts were—

Arabic Department	1,177
Anglo Persian Department	4,592
Colinga Branch school	1,150
Total ...	6,919

The annual grant, exclusive of the Mohsin scholarships, is Rs. 25,000, *plus* the schooling-fees. The grant was expended within Rs. 32.

294. Confining our attention to the Arabic Department, the number of students on the 31st March was 239, against 232 in the year 1880. The annual examination was, as usual, conducted by the Central Board of Examiners, appointed to examine the five Madrassas at Calcutta, Hooghly, Dacca, Rajshahye, and Chittagong. The results of the examination of the senior, and of the two highest of the junior classes, are shown in the annexed table:—

Classes.	Number of students.	Present at examination	Number who passed in			
			First division.	Second division.	Third division.	Total.
Fourth Senior Class	14	9	3	.....	3	6
Third ditto	25	24	4	.....	4	8
Second ditto	29	24	2	2	6	10
First ditto	35	24	6	.....	4	10
First Junior Class	35	30	7	3	10	20
Second ditto	36	32	9	6	9	24
Total ...	174	143	31	11	36	78

The lower classes were examined by local examiners. The result was satisfactory.

295. *Dacca Madrassa.*—The number of students, including 30 boarders, was 315, namely, 125 in the Arabic and 190 in the English Department, against a total of 186 in the previous year. Most of the pupils were from Dacca and the surrounding districts. The large increase of students is due to two causes: first, the removal of the Madrassa to its new building; and, secondly, the strengthening of the English Department so as to provide for the teaching of English up to the Entrance standard. The new building, although a striking and handsome edifice, has already been found to provide insufficient accommodation for the increasing numbers of students in the Madrassa.

Out of 27 candidates at the central examination 15 passed, against 24 out of 36 last year. The examination of the junior classes and of the English Department was conducted locally.

296. *Rajshahye Madrassa.*—The number of students on the roll was 77, against 56 in the previous year and 51 in the year before. Of these, 45 were boarders, 23 of whom paid for their board, and the rest were free. This slow though steady increase shows a growing demand among the Mahomedans of Rajshahye for Oriental education, although the Superintendent still complains of the apathy of his co-religionists in that division as a serious obstacle to the success of the Madrassa. Eight candidates passed the central examination out of ten, against six out of nine of last year. The junior classes were examined by local examiners, and the result was creditable.

SPECIAL INSTRUCTION.

The income, inclusive of the Mohsin grant of Rs. 7,000 and the fee-receipts of Rs. 131-4, amounted to Rs 8,784-12-10, and the expenditure to Rs. 7,068-8 2, showing a surplus of Rs 1,716-4-8. A new building has been sanctioned by Government for the Madrassa, and will be taken in hand by the Public Works Department.

297. *Chittagong Madrassa.*—There were on the 31st March 266 students, against 204 in 1880 and 126 in 1879. This large increase was chiefly found in the elementary class lately opened in the Madrassa, and shows the growing popularity of the institution among the Mahomedans of the Chittagong Division.

Thirty-six students from the four senior classes presented themselves at the central examination; of these 15 passed The result was not quite satisfactory, and seems to point, as the Superintendent suggests, to the need of strengthening the instructive staff. Seventy-six students from the lower classes were examined by local examiners, and 46 passed. The English examination was conducted by Moulvi Subhan Haidar, Deputy Magistrate. The result was fairly satisfactory.

The Mohsin grant, including scholarships, amounted to Rs. 7,720, and the fee-receipts to Rs. 536. The expenditure was Rs. 7,421.

298. *Hooghly Madrassa.*—The number on the rolls of the Madrassa increased from 29 on the 31st of March 1880 to 34 on the same date of 1881. In 1878 and 1879 there were only 23 students. Some slight improvement is therefore shown, and more may hereafter result from the establishment of the Joraghat Branch Madrassa. There were seven and six students respectively in the second and first-year classes of the senior department, and eight, four, and nine in the fourth, third, and first-year classes of the junior department. In the previous year there were only a fourth-year class of two, and a first-year class of seven, in the senior department. No student of the fourth-year class appeared at the central examination. From the first-year class four candidates passed out of eight; one in the first division and three in the third. Of these, two obtained scholarships of Rs. 8 each. Five out of seven candidates from the junior second-year class passed, and two obtained scholarships of Rs. 6 each. Four out of five candidates from the junior first-year class passed, and two obtained scholarships of Rs. 4 each. The receipts were Rs. 5,606; namely, from the Mohsin Fund Rs. 5,461, including a re-grant from last year's surplus of Rs. 3,269; and from fees Rs. 145. The expenditure, including Arabic scholarships, amounted to Rs. 2,077.

299. *Joraghat Branch Madrassa.*—There were 75 students on the rolls, against 70 in the previous year. No tuition fee was charged. The income consisted of a monthly grant of Rs. 40 from the Mohsin Fund, supplemented by local subscriptions of Rs. 30 a month. There are two Moulvies, one English teacher, and one Bengali pundit. The course of studies in this institution has recently been framed with the object of making it a feeder to the Hooghly Madrassa.

300. *Seetapore Madrassa (Trust).*—A detailed account of the Seetapore Madrassa was given in the last year's report. In accordance with the orders of Government, dated the 23rd April 1879, it was visited in January last by Moulvie Abdool Hai of the Calcutta Madrassa. He reports that there were 22 students in the school, against 26 of the previous year. Of these, 15 came from Hooghly, two from Jessore, two from Pubna, two from Backergunge, and one from Furreedpore.

The instructive staff consisted, as before, of a Persian and Urdu teacher, an Arabic teacher, and a Bengali teacher of mathematics. There was much sickness among the students, some of whom were laid up at the time of the Moulvie's visit; and he ascribes to this cause the fact that the result of his examination was not so favourable as that of the previous year.

301. SANSKRIT TITLE EXAMINATION.—There were 69 candidates, of whom 66 presented themselves at the examination. Of these 31 passed. All the candidates with the exception of three were Bengalis, one being a Behari and the other two Uriyas. All were Brahmins by caste, and were for the most part brought up in the toles of Lower Bengal.

302. The following list shows the subjects in which the candidates presented themselves for examination, the number of candidates, and the number who passed:— SPECIAL INSTRUCTION.

	Number of candidates.	Number passed.
Kavya, or Literature	... 27	17
Smriti, or Law—		
Modern	... 30	10
Darsana, or Philosophy—		
(*a*)—Logic	... 4	...
(*b*)—Nyaya	... 3	3
(*c*)—Sankhya Patanjali	... 1	1
Vedas—		
Rigveda	... 1	...
Total	... 66	31

303. The Principal of the Sanskrit College regrets the failure of all the candidates in logic, a subject of study in which the ancient Hindus excelled. He ascribes it to the difficulty of the subject, rather than to any fault on the part of the examinees. He remarks that the title examination has been the means of reviving the study of Kavya and of ancient philosophy, which had hitherto been neglected in the toles. He also observes that the Sanskrit title examination has become a popular institution in Bengal. Many wealthy Hindu gentlemen have come forward with rewards and scholarships to encourage the candidates. In addition to the benefactors mentioned in the reports for previous year, the Maharajah of Durbhunga has founded a scholarship of Rs. 15 a month, tenable for one year, and a prize of Rs. 20, to be awarded to the most successful candidates of each year. Her Highness the Maharani Surnamoye, of Cossim Bazar, has with her usual liberality founded four scholarships of Rs. 8, Rs. 7, Rs. 6, and Rs 4 a month, tenable for one year, to be awarded respectively to the most successful candidates in *Darsana*, *Smriti*, the *Vedas*, and *Sahitya*.

304. *Dacca Saraswat Samaj.*—This is an Association of Pundits formed in Dacca for the promotion of Sanskrit learning. It receives an annual grant of Rs. 500 from Government, to meet Rs. 1,000 locally. The Society assumes the power to bestow titles similar to those conferred on the result of the Sanskrit title examination in Calcutta. To this the Inspector objects; recommending that, with a view to uniformity in the value of the degrees, titles should be granted only to those who pass the examination conducted in Calcutta under the orders of Government.

305. AGRICULTURAL SCHOLARSHIPS.—By a Resolution of the Government of Bengal in 1880, two scholarships were created of the value of £200 a year each, tenable for two-and-a-half years in an Agricultural College by natives of Bengal, Behar, or Orissa, who had passed the B.A. examination on the physical side. A grant of Rs. 1,000 was also made to each selected candidate for the voyage to England, with a similar allowance for the return journey. The two scholarships were for the first time awarded to Baboo Ambika Charan Sen, M.A., of Bengal, and Syed Sakhawat Hossain, B.A., of Behar, who have since joined the Cirencester Agricultural College. Both the students had passed the B.A. examination on the physical side; and the former was, at the time of his appointment, Lecturer in Chemistry at the Kishnaghur College.

IX.—SCHOLARSHIPS.

306. The distribution of Government scholarships is appended:— SCHOLARSHIPS.

Class of scholarships.	Sanctioned grant.	Actual expenditure in 1880-81.
	Rs.	Rs.
Senior	24,720	26,314
Junior	45,735	43,370
Middle	53,100	71,928
Lower	15,000	
Primary	18,000	
Girls'	1,800	
Engineering College	6,000	3,996
Medical ,, ...	4,800	4,228
Mohsin	9,072	9,072
Sanskrit College	2,832	2,832
Art School	1,200	1,200
Total ...	1,82,259	1,62,940

SCHOLARSHIPS

307. The above are Government scholarships. A large number of scholarships have also been founded at various times by private munificence; the earliest being those created from the old Hindu College Fund, and now including the Burdwan scholarship of Rs. 50 a month, the Dwarkanath Tagore scholarship of Rs. 50, the Bird and the Ryan scholarships, each of Rs. 40, and three Foundation Scholarships of Rs. 30 each; all tenable by B. A. graduates of the Presidency College who are reading for the M. A. degree. Next in importance are the Laha scholarships, founded in 1869 by Babu Durga Churn Laha, of Calcutta, who made over to Government a donation of half a lakh of rupees for the creation of two junior, one senior, three graduate, and one medical scholarship, besides free-studentships, of the total value of Rs. 251 a month. Among other scholarships founded by individual liberality are the Cowell scholarship, tenable in the Sanskrit College; the Goodeve and the Abdool Gunny scholarships, tenable in the Medical College; the 'Hara Kumar' Sanskrit, and the 'Prasanna Kumar' Law scholarships, founded by the Hon'ble Maharaja Jotendra Mohun Tagore, C.S.I.; the Rance Katyanee scholarships, tenable in the Hooghly College; the Hurbullubh Narain scholarships, tenable in the Patna College; the Luchman Prasad scholarship, tenable in the Midnapore College; the Dhenkanal and Mourbhunj scholarships, tenable in the Cuttack College; the Prince of Wales' scholarships created by Raja Shyamanand Dey of Balasore, also tenable in the Cuttack College; the Khettra Nath Chatterjea scholarships and free-studentships, founded for the benefit of boys from Baraset and its neighbourhood; besides many others that have been created by public subscription, as memorials of persons or events. There are also many invested funds of other kinds, chiefly created for the support of colleges and schools; the largest being the two funds contributed towards the maintenance of the Rajshahye College, and yielding together Rs. 11,000 a year. The securities of all these invested funds, which number about 100, are held by the Accountant-General; and their accounts are forwarded to me annually by the local administrators, and after examination submitted to Government.

X.—EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

308. Under this head I have nothing to add to my remarks of previous years. In every department of the public service, the possession of University qualifications is the only passport to employment of any responsible kind. Nothing that the great dispensers of patronage, such as the Government and the Hon'ble Judges of the High Court, could do to secure a high standard of education among public servants has been left undone; and the higher education at any rate enjoys in a substantial form all the encouragement which it needs.

XI.—SCHOOL-BOOKS.

SCHOOL BOOKS.

309. The Central Text-book Committee issued during the year, with the sanction of Government, a further list of text-books for use in the schools of Bengal. Sub-Committees were also appointed for the examination and selection of text-books for authorised use in the schools of Behar and of Orissa.

310. The Behar Committee, as a branch of the Central Committee, consists of Syed Wilayat Ali Khan, C.I.E., as President, Pandit Chhattu Ram Tewari as member, and the Inspector of Schools, Behar Circle, as member and Secretary. The text-books now in use in Urdu and Hindi in the schools of Behar have all been examined by the Committee, who have come to the conclusion that these books cannot with advantage be replaced by others. The recognition of the Kaithi character as the popular character of the province during the past year has been a great measure, and it is already making itself felt in the improvement of popular literature. This effect would have been still more marked if the publication of Dr. Cuningham's Sanitary Primer in the Kaithi character could have been recorded among the events of the year. The steps which have been taken for casting a fount of Kaithi type, under Mr. Grierson's supervision, have already been described (paragraph 134).

311. The following school-books (in Hindi) were issued from the Patna Press during the year:— SCHOOL-BOOKS.

1. Charupath, Part I.
2. Revised edition of Purabritta Sar.
3. Barnabodh, Part I, in the Kaithi character.
4. Barnabodh, Part II, in ditto.
5. Anekarth.
6. Khetra Tattwa.
7. Geometry, Book I, Parts II and III.

Nos. 1 to 4 are translations from standard Bengali books, and Nos. 5 to 7 are compilations and original compositions.

312. For the lower classes of high English schools, and for middle, lower, and primary schools, Rajah Siva Prasad's Readers, Radha Lal's Bhashabodhini, Bihari Lal's Bhashabodh, the new edition of the Bidyankur, Bidyakineo, Barnabodh, and other works, are fair specimens of useful text-books in Hindi. In history, the translations by Kesav Ram Bhatt and Siv Narayan Trivedi are perhaps the best. In grammar, the Bhasha Bhaskar and Bhasha Chandrodaya are fair works. Bhashatattwadipika, and the other smaller treatises on elementary grammar which are taught in our schools, are also passable text-books for the junior classes. In science, the translations of Roscoe's Science Primer (Macmillan's series), of Babu Jadu Nath Mookerjea's, *Sarir Palan*, of Radhika Prasanna's *Swasthya Raksha*, and of Dr. Cuningham's Sanitary Primer, are all good text-books. There is no good geography of India, and no good arithmetic, in Hindi; nor is there any good Atlas. The geography of India by Ganpat Ram, which is at present used for want of a better book on the subject, is full of inaccuracies. The arithmetic by Bapudev Shastri is a great improvement on the old works, but it is not exactly the book which we want for our middle schools. A book compiled after the model of the Bengali works on the subject by Babu Prasanna Kumar Sarvadhikari, Gopal Chandra Banerjea, or Sarada Prasanna Sirkar, would better supply the want which is now felt. The edition of the two books of Euclid, recently published in Behar, supplies a want in that subject.

313. In Orissa the sanction of Government has been obtained to the expenditure of Rs. 3,400 for the production of Uriya text-books on geometry, algebra, trigonometry, and botany, and authors have been invited by public advertisement to compete for the rewards offered. Out of Rs. 1,000 set apart for school-books for 1880-81, the following charges were incurred:— (1) Rs. 300 were awarded to the author of *Prabandhamala*, admittedly the best Uriya prose reader now extant; (2) Rs. 150 were given as a reward for a revised and enlarged edition of the Art of Teaching, by Babu Dwarkanath Chakravarti. The usefulness of the work has been greatly enhanced by the addition of a full and comprehensive chapter on primary education, which would make it an excellent manual in the hands of village school teachers; (3) Rs. 200 were laid out in the purchase of 100 copies of a Bengali atlas, for distribution amongst the schools in the interior.

314. The want of good Uriya maps is a serious drawback to the progress of mofussil schools. Attention is being given to the subject. The Uriya translation of Dr. Cuningham's Sanitary Primer was printed and published in the course of the year. A reward of Rs. 100 was also offered for the production of an agricultural primer. Three manuscripts were submitted for examination, but none of them came up to the standard required. The renewal of the offer, coupled with instructions for the guidance of intending competitors, is now under the consideration of the Commissioner.

A. W. CROFT,

Director of Public Instruction.

EDUCATION.—GENERAL FORM I.

Return of Colleges, Schools, and Scholars in the Lower Provinces of Bengal for the official year 1880-81.

AREA AND POPULATION OF THE PROVINCE.				COLLEGES, SCHOOLS, AND SCHOLARS.	UNIVERSITY EDUCATION.	SECONDARY EDUCATION.			PRIMARY EDUCATION	SPECIAL OR TECHNICAL EDUCATION.							PERCENTAGE OF SCHOOLS AND SCHOLARS TO POPULATION.			
Number of districts.	Number of divisions.	Total area.	Total population.		Colleges.	High schools.	Middle schools.	Lower schools.	Primary schools.	Schools of Art.	Medical schools.	Engineering and surveying schools.	Normal schools.	Industrial schools.	Madrassas.	Other schools.	High schools.	Middle schools.	Lower schools.	Primary schools.
1	2	3	4	5	6	7	8	9	10	11*a*	11*b*	11*c*	11*d*	11*e*	11*f*	11*g*	12	13	14	15
45, including Calcutta.	9	150,612 square miles.	60,483,748 souls.	Institutions ... For males ...	28	218	1,616	1,701	41,699	1	4	3	19	3	458	926	·0003	·0026	·0023	·0689
				Institutions ... For females ...	1	5	73	318	432	.....	.....	.....	2	.....	.....	.....	·000008	·0001	·0005	·0007
				Total ...	29	223	1,689	2,019	42,131	1	4	3	21	3	458	926	·0003	·0027	·0033	·0696
				Scholars ... Males	3,183	42,589	89,008	58,001	688,350	80	339	119	854	105	4,392	6,921	·07	·1	·09	1·1
				Scholars ... Females	5	611	4,904	8,383	20,581	.....	.....	.....	54	.....	1	9	·001	·008	·01	·03
				Total ...	3,188	43,170	93,912	66,384	708,961	80	339	119	908	105	4,393	6,930	·07	·1	·1	1·1

EDUCATION.—GENERAL

Return of Colleges, Schools, and Scholars in the Lower

CLASS OF INSTITUTIONS.	GOVERNMENT INSTITUTIONS.							AIDED INSTITUTIONS.						
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March learning			Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March learning		
					English.	A classical language.	A vernacular language.					English.	A classical language.	A vernacular language.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
UNIVERSITY EDUCATION.														
ARTS COLLEGES—														
English	12	1,260	1,041	899	1,239	1,053	.....	5	808	606	500	808	797	.....
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—														
Law	7	367	354	277	367	...	.....	...	... ...	.....	.....	.....	...	.....
Medicine	1	123	200	197	123	...	.....	...	.....	.....	.....	.....	...	... ...
Engineering	1	172	154	109	172	...	.....	...	.....	.....	.....	.....	.	... ..
SECONDARY EDUCATION.														
HIGH, MIDDLE, AND LOWER SCHOOLS—														
For Boys—														
High Schools ... English ...	48	13,867	12,880	10,461	13,753	5,396	7,093	98	12,435	11,707	9,119	11,817	4,114	7,827
Middle Schools .. English ...	10	1,247	1,052	821	846	220	931	455	27,922	25,641	19,554	17,525	107	23,187
Middle Schools .. Vernacular...	172	9,645	8,882	6,887	1,024	...	9,063	760	30,941	30,676	28,160	2,945	190	39,620
Lower Schools ... Vernacular...	9	293	275	174	.....	...	293	1,632	56,582	52,722	42,653	204	20	56,559
For Girls—														
High Schools ... English ...	1	109	99	89	51	1	106	1	147	127	111	147	4	32
Middle Schools ... English ...	1	198	163	98	13	...	198	24	1,713	1,614	1,285	1,391	14	96
Middle Schools ... Vernacular...	..	.....	.....	.....	.....	...	... ..	33	1,521	1,455	1,008	108	...	1,498
Lower Schools ... Vernacular...	...	.....	.....	.....	.....	...	.....	291	6,175	5,807	4,296	256	14	6,159
PRIMARY EDUCATION.														
PRIMARY SCHOOLS (VERNACULAR)—														
For Boys	10	266	245	174	.....	...	266	35,992	618,062	535,585	459,821	366	13,218	616,216
For Girls	...	.....	.....	.....	.....	...	.....	370	5,957	5,559	4,136	.....	15	5,942
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.														
School of Art	1	80	77	58	... ..	...	.....	...	... .	... ..	.....	... ..	..	.....
Medical Schools	4	339	412	363	80	...	259	...	.....	... ..	.....	.....	...	.....
Engineering and Surveying Schools...	3	119	129	110	57	...	62	...	.....	.. ...	.....	.....	...	... ..
Normal Schools for Masters	15	607	566	459	... ..	314	607	4	205	287	205	78	24	265
Normal Schools for Mistresses ..	.	.....	.....	.....	.....	...	.....	2	30	31	30	30	...	36
Industrial Schools	2	77	56	53	.....	...	77	...	... .	... ..	. ..	.....	...	.....
Madrassas	6	1,006	814	591	287	670	476	360	2,490	2,127	1,934	.....	2,417	72
Other Schools	..	....	.. ...	.....	... .	. .	.....	454	3,15[illegible]	[illegible]3,920	2,275	.....	3,077	42
Total ...	303	29,775	27,406	21,820	18,012	7,660	19,131	40,490	777,173	[illegible]92,950	575,047	35,371	24,011	757,559

FORM No. 2.

Provinces of Bengal for the official year 1880-81.

Unaided Institutions under regular inspection.									Grand Total of Scholars on 31st March learning			Classification according to Race or Creed of the Scholars on 31st March.				
				Number of scholars on 31st March learning												
Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	English.	A classical language.	A vernacular language.	Grand Total of Institutions.	Grand Total of Scholars on 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.
16	17	18	19	20	21	22	23	24	25	26	27	28a	28b	28c	28d	28e
3	458	389	350	458	458	.....	20	2,526	2,505	2,308	.....	55	22	2,340	94	15
.....	.....	.....	.....	.....	.....	.....	7	367	367	.....	.....	.....	1	344	20	2
.....	.....	.....	.....	.....	.....	.....	1	123	123	.....	.....	39	.....	84	.....	.....
.....	.....	.....	.....	.....	.....	.....	1	172	172	.....	.....	68	.....	100	1	3
72	16,256	15,111	12,374	15,552	6,161	7,848	218	42,558	41,122	15,671	22,768	1,710	283	36,686	3,603	276
123	6,179	5,679	4,540	4,048	132	4,742	588	35,348	22,419	459	28,860	879	369	29,469	4,346	285
87	4,622	4,243	3,260	240	.....	4,585	1,028	54,208	3,518	190	53,274	.....	113	46,281	7,475	339
60	2,443	2,293	1,806	56	.....	2,416	1,701	59,318	350	20	59,268	1	557	48,269	9,899	592
3	356	374	345	356	1	14	5	612	554	6	152	472	8	72	.....	60
5	306	285	270	271	35	80	30	2,217	1,975	49	383	1,679	299	190	5	44
10	618	622	401	.....	.....	618	43	2,139	108	.....	2,116	3	216	1,885	35	.....
27	891	839	577	14	.....	891	318	7,066	270	14	7,050	1	778	6,175	68	44
5,097	83,240	71,699	61,155	78	1,759	82,284	41,699	701,568	444	14,977	698,766	2	1,973	532,388	156,081	11,124
62	1,436	1,315	970	14	.....	1,436	432	7,393	14	15	7,378	.....	363	6,137	762	131
.....	.....	.....	.....	.....	.....	.....	1	80	.....	.....	.....	1	3	75	.....	1
.....	.....	.....	.....	.....	.....	.....	4	339	80	.....	259	.....	4	230	100	5
.....	.....	.....	.....	.....	.....	.....	3	119	57	.....	62	.....	.....	102	17	.....
.....	.....	.....	.....	.....	.....	.....	19	872	78	338	872	.....	223	537	39	73
.....	.....	.....	.....	.....	.....	.....	2	36	36	.....	36	12	24	.....	.....	.....
1	28	28	22	.....	.....	28	3	105	.....	.....	105	.....	26	39	39	1
92	897	832	745	.....	843	94	458	4,393	287	3,936	643	.....	.....	2,835	1,558	.....
472	3,811	3,390	2,601	.....	3,811	145	920	6,930	.....	6,883	187	.....	1	6,521	408	.....
6,714	191,541	107,108	89,476	21,096	13,200	105,190	47,507	928,489	74,479	44,871	882,179	4,022	5,263	720,759	184,550	12,995

EDUCATION.—GENERAL

Return of Expenditure on Educational Establishments in the Lower

CLASS OF INSTITUTIONS.	GOVERNMENT INSTITUTIONS.								AIDED INSTI				
	Provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Fees.	Municipal grants.	Other sources.	Total.	Provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Fees.
1	2a	2b	2c	2d	2e	2f	2g	2	3a	3b	3c	3d	3e
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES—													
English	2,24,225	.....	16,891	4,800	93,121	.....	96	3,39,133	19,550	.....	24,477	22,602	28,151
COLLEGES, OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—													
Law	.....	.....	.....	.....	26,399	.....	.....	26,399	.....	.....	.....	.....	.....
Medicine	1,62,861	.....	.....	.....	8,140	.....	.....	1,71,001	.....	.....	.....	.....	.....
Engineering	43,189	.....	.....	.....	6,435	.....	.....	49,624	.....	.....	.....	.....	.....
SECONDARY EDUCATION.													
HIGH, MIDDLE, AND LOWER SCHOOLS.													
For Boys—													
High Schools—English	1,20,206	.....	20,374	8,002	2,63,437	70	12,663	4,34,447	72,749	.....	19,595	64,180	1,78,513
Middle Schools—English	19,589	.....	.....	110	14,016	600	.....	34,315	1,34,244	294	1,246	1,51,254	1,03,859
Middle Schools—Vernacular	51,000	.....	32	6,593	23,687	231	370	81,973	1,03,049	13	853	82,792	86,148
Lower Schools—Vernacular	1,055	.....	.....	.....	24	.....	.....	1,079	88,996	190	7	27,136	59,148
For Girls—													
High Schools—English	9,000	.....	.....	.....	3,069	.....	.....	12,069	2,400	.....	.....	990	13,713
Middle Schools—English	4,421	.....	.....	746	.....	.....	.....	5,167	23,014	.....	2,528	24,007	23,004
Middle Schools—Vernacular	.....	.....	.....	.....	.....	.....	.....	.....	7,397	.....	210	11,922	1,668
Lower Schools—Vernacular	.....	.....	.....	.....	.....	...	.....	.....	32,842	.....	8,047	48,623	11,616
PRIMARY EDUCATION.													
PRIMARY SCHOOLS (VERNACULAR)—													
For Boys	1,575	.....	.....	.....	22	.....	.....	1,597	3,09,731	4,918	200	09,219	8,68,616
For Girls	.....	.....	.....	.....	.....	.....	.....	.....	10,507	.....	14	5,969	492
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.													
School of Art	18,600	.....	.....	.....	1,905	.....	.....	20,505	.....	.....	.....	.....	.....
Medical Schools	71,453	.....	210	.....	7,259	105	755	79,782	.....	.....	.....	.....	.....
Engineering and Surveying Schools	6,897	.....	.....	.....	1,121	.....	.....	8,018	.....	.....	.....	.....	.....
Normal Schools for Masters	59,574	692	.....	17	648	.....	.....	60,931	4,242	.....	.....	8,226	224
Normal Schools for Mistresses	.....	.....	.....	.....	.....	.....	.....	.....	3,162	.....	.....	4,160	1,974
Industrial Schools	1,176	.....	.....	.....	.....	.....	410	1,586	.....	.....	.....	.....	.....
Madrassas	35,784	.....	.....	300	2,581	.....	.....	38,725	278	.....	.....	85	761
Other Schools	.....	.....	.....	.....	.....	.....	.....	.....	2,181	.....	953	1,018	437
University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Direction	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Inspection	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
District Committees	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scholarships—Colleges	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scholarships—Schools	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Buildings	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Miscellaneous	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	8,39,755	692	37,507	21,228	4,51,864	1,006	14,299	13,66,351	8,14,342	5,414	58,220	5,52,243	13,73,316

N.B.—This return excludes expenditure in three unaided Colleges in Bengal

Form No. 3.

Provinces of Bengal for the official year 1880-81.

TUTIONS.			Unaided Institutions under regular inspection.									Average annual cost of educating each pupil.				
												Government institutions.		Aided institutions.		Unaided institutions.
Municipal grants.	Other sources.	Total.	Endowments.	Subscriptions.	Fees.	Other sources.	Total.	Total Government expenditure.	Total expenditure from other sources.	Grand total of expenditure.	Percentage on total expenditure.	Total cost.	Cost to Government.	Total cost.	Cost to Government.	Total cost.
3*f*	3*g*	3	4*a*	4*b*	4*c*	4*d*	4	5	6	7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
.....	22,152	1,16,992	.....	.....	.....	.....	.....	2,43,775	2,12,350	4,56,125	7·6	325 12 4	215 6 3	193 0 10	32 4 2	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	26,399	26,399		74 9 2	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	1,62,861	8,140	1,71,001	2·9	855 0 0	814 4 10	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	43,189	6,435	49,624	·8	[illegible] 0 0	280 7 2	.....	.....	.....
3,081	18,126	3,57,144	10,460	79,595	60,826	22,061	1,72,942	2,02,045	7,02,488	9,04,533	16·5	33 11 3	10 0 6	30 4 4	6 [illegible] 6	20 15 5
6,160	7,277	4,04,334	660	20,765	13,863	5,525	40,813	1,53,833	3,25,629	4,79,462	8·2	32 0 10	18 9 11	15 12 8	[illegible] 9	7 [illegible] 11
1,871	6,819	2,81,544	676	12,218	5,322	4,744	22,960	1,54,109	2,32,368	3,86,477	6·6	9 3 7	5 11 11	7 10 9	[illegible] 12 11	5 [illegible] 6
1,097	16,140	1,92,714	.....	2,938	3,312	998	7,248	90,051	1,10,990	2,01,041	3·4	3 14 9	3 16 4	3 10 5	1 11 0	3 [illegible] 6
.....	.....	17,103	.....	.....	.....	.....	.....	11,400	17,772	29,172	·5	121 14 6	90 14 6	134 10 8	18 14 4	.....
60	6,393	79,006	1,380	.....	10,800	.....	12,180	27,435	68,918	96,353	1·6	31 11 2	[illegible] 1 11	48 15 2	14 [illegible] 1	42 11 9
480	887	22,559	950	.....	.....	.....	950	7,397	16,112	23,509	·4	.....	.....	15 8 0	5 [illegible] 4	1 8 5
1,089	22,868	1,25,085	.....	1,866	42	30	1,938	32,842	94,181	1,27,023	2·1	.....	.....	21 3 4	5 [illegible] 1	2 4 11
1,941	1,38,806	14,18,521	43	20,141	1,15,769	19,661	1,55,614	3,11,306	12,64,426	15,75,732	27·	6 8 3	6 6 10	2 8 10	0 8 11	2 2 8
172	870	18,024	.....	6,383	363	1,317	8,063	10,507	15,580	26,087	·4	.....	.....	3 3 10	1 14 2	6 2 1
.....	.....	.....	.....	.....	.....	.....	.....	18,600	1,905	20,505	·3	266 4 9	241 8 11	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	71,453	8,329	79,782	1·3	193 10 3	173 6 10	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	6,897	1,121	8,018	·1	62 2 5	53 7 5	.....	.....	.....
.....	204	12,896	.....	.....	.....	.....	.....	63,816	10,011	73,827	1·2	107 10 5	105 4 0	41 14 11	14 12 5	.....
.....	.....	9,296	.....	.....	.....	.....	.....	3,162	6,134	9,296	·1	.....	.....	299 13 11	103 0 0	.....
.....	.....	.....	.....	316	.....	.....	316	1,176	726	1,902	·03	28 5 1	21 0 0	.....	.....	11 4 6
.....	699	1,823	4,381	5,1[illegible]	608	2,723	12,857	36,062	17,343	53,405	·9	48 5 1	44 12 5	0 13 8	0 [illegible] 1	14 0 4
.....	1,050	5,639	2,538	3,[illegible]38	980	24,646	31,702	2,181	35,160	37,341	·6	.....	.....	1 15 11	[illegible] 12 4	9 5 2
.....	.....	.....	.....	.....	.....	.....	.....	.....	55,032	55,032	·9	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	51,144	.....	51,144	·8	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	3,61,177	.....	3,61,177	6·1	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	15,468	.....	15,468	·2	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	77,908	15,704	93,612	1·6	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	77,053	1,836	78,889	1·3	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	2,18,289	29,215	2,47,504	4·2	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	22,124	8,749	30,873	·5	.....	.....	.....	.....	.....
16,851	2,42,291	30,62,680	21,088	1,52,905	2,11,885	81,705	4,67,583	24,77,260	33,53,053	58,30,313	100·	.....	.....	.....	.....	.....

and all unaided schools in Calcutta, from which no money returns have been received.

EDUCATION.—GENERAL FORM 4.

Statement showing the result of prescribed examinations during the official year 1880-81.

NATURE OF EXAMINATION.	Number of institutions sending examinees.			Number of examinees.				Number passed.				Percentage of passed scholars on total number on rolls at beginning of the year.	
	Government institutions.	Other institutions.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
ARTS COLLEGES—													
Master of Arts	8	5	13	34	13	1	48	25	4	1	30	2·8	·4
Bachelor of Arts	7	5	12	159	107	29	295	74	46	6	126	6·8	4·6
First Arts	12	11	23	404	411	25	840	174	138	8	320	16·	13·8
COLLEGES FOR PROFESSIONAL TRAINING—													
Law—													
Honors in Law	1	...	1	1	...	...	1	...	...	...	...	.....	.....
Bachelor of Law	5	...	5	86	...	...	86	35	...	..	35	10·9	.....
Medicine—													
M.D.	...	...	...	...	...	...	...	...	...	...	...	.....	.....
Honors in Medicine	1	...	1	2	...	...	2	1	...	...	1	·6	.....
M.B.	1	...	1	15	...	...	15	9	...	...	9	5·8	.....
First M.B.	1	...	1	32	...	...	32	11	...	...	11	7·1	.....
L.M.S.	1	...	1	47	...	...	47	17	...	...	17	11·1	.....
First L.M.S.	1	...	1	2	...	...	2	...	...	...	...	.....	.....
Engineering—													
B.C.E.	1	...	1	4	...	...	4	3	...	...	3	4·1	.....
L.C.E.	1	...	1	27	...	...	27	10	...	...	10	13·7	.....
SCHOOLS—													
Matriculation Boys	49	155	204	762	1,322	47	2,031	541	631	12	1,184	3·9	2·5
Middle English Scholarship examination Boys	11	336	347	36	884	67	987	26	535	22	583	2·8	1·6
Middle Vernacular Scholarship Boys	146	778	924	624	2,175	703	3,502	400	1,392	206	1,998	4·	3·1
Middle Vernacular Scholarship Girls	...	7	7	...	7	...	7	...	6	...	6	.....	·03
Lower Vernacular Scholarship Boys	34	1,078	1,112	87	2,620	197	2,904	50	1,585	20	1,655	11·3	2·9
Lower Vernacular Scholarship Girls	1	17	18	4	22	...	26	4	18	...	22	1·5	·1
Primary Scholarship examination Boys	44	7,734	7,778	118	25,913	8	26,039	42	13,729	2	13,773	22·7	2·2
Primary Scholarship examination Girls	1	108	109	10	244	...	254	8	170	...	178	3·1	1

In columns 13 and 14 the percentage has been calculated on the total number of pupils on the rolls of all schools of the class, not of those only which sent candidates to the examination.

Reg. No 4976J—500—21-10-81.

GENERAL DEPARTMENT.

EDUCATION.

CALCUTTA, THE 19TH NOVEMBER 1881.

RESOLUTION.

READ—

The Annual Report of the Director of Public Instruction for the year 1880-81.

The Report of the Director of Public Instruction follows, in its arrangement of subjects, the order recently prescribed by the Government of India; but special sections have been added, as in former years, on the subjects of "European and Eurasian education" and "Female education." The statistical tables, which also follow the new form, combine information on the subject of schools for European and Eurasian students, with similar information for schools for native students only. This amalgamation has been carried out in conformity with the orders of the Government of India, and must be observed for the purposes of the report to be submitted to that Government. But as it is desirable that the returns intended for local information should illustrate the sections of the Director's report to which they refer, the Lieutenant-Governor requests that, so far, the statistical results for schools for European and Eurasian students may for the future be exhibited separately.

2. *General Summary.*—The Director remarks that in the year 1880-81 the rainfall was good, food was cheap, and the people generally were prosperous. These conditions are favourable to the spread of education; and accordingly the year has been marked by a large and general increase in the number both of schools and of pupils. As in former years, the increase is mostly due to the continued development of the system of primary instruction whereby indigenous village schools are brought within the circle of State superintendence and control; but education of a class above the primary also shows a very satisfactory and even remarkable advance. The returns for the year exhibit a total gain of 8,131 schools and 109,459 pupils, with which the increase for the last few years may be compared:

	Schools.	Pupils.
In 1878, a gain of	4,740	52,049
„ 1879 „ „	7,060	86,307
„ 1880 „ „	6,098	91,323
„ 1881 „ „	8,131	109,459

There has thus been a gain in four years of 26,029 schools with 339,138 pupils. Since 1877, when there were 21,478 schools and 589,351 pupils, the number of schools under inspection has more than doubled, while the number of pupils has increased by nearly 60 per cent. It must of course be understood that most of these pupils had been already receiving some sort of instruction in private schools; but many were, without doubt, induced to attend school for the first time during the year by the superior advantages held out under the system of State supervision. Of the whole number of 928,489 pupils in schools of all classes, 893,041 are boys. The number of males in Bengal is shown by the recent census to be about 34 millions, which would, according to the ordinary estimate of 15 per cent., comprise about 5,100,000 boys of school-going age, among whom therefore more than one in six is at school. Among girls of school-going age, about one in 150 is at school.

3. The following statement summarises the returns for two years:—

Class of instruction.		1880. Schools.	1880. Pupils.	1881. Schools.	1881. Pupils.
University ...	Colleges	20	2,080	20	2,526
Secondary ...	High English schools ...	200	38,618	218	42,558
	Middle „ „ ...	554	32,812	588	35,348
	„ vernacular „ ...	1,085	54,562	1,028(*a*)	54,208
	Lower „ „ ...	1,498	54,296	1,701	59,318
Primary ...	Primary schools ...	35,258	613,452	41,699	701,568
Special ...	... ...	58	3,520	1,425	13,536
Female ...	... ...	657	15,158(*b*)	828	19,427
European and Eurasian	... ...	46	4,532	.....(*c*)	.....
	Total ...	39,376	819,030	47,507	928,489

There is therefore an increase of 446 pupils in colleges affiliated to the University in Arts; of 3,940 pupils in high English schools reading to the University Entrance examination; of 2,536 pupils in middle English schools; of 5,022 pupils in lower vernacular schools, and of 88,116 pupils in primary schools. The increase in the number of primary school pupils would have appeared to be greater by about 10,000, but for the fact that indigenous *tols* and *maktabs*, in which Sanskrit and Arabic alone are taught, have been reclassified in the last returns under the head of special instruction—a change which also explains the slight decrease under middle vernacular schools. The number of girls at school has increased by 4,557. These figures are, however, subject to some deduction, owing to the reclassification of schools for Europeans.

4. The schools shown in the preceding table are again classified as follows:—

Class of institutions.		1880. Schools.	1880. Pupils.	1881. Schools.	1881. Pupils.
Government schools and colleges	...	301	29,332	303	29,775
Aided „ „	...	32,412	683,352	40,490	777,173
Unaided „ „	...	6,663	106,346	6,714	121,541
	Total ...	39,376	819,030	47,507	928,489

The increase of two in the number of Government institutions is nominal. The college department of the Bethune School, and the law department of the Ravenshaw College at Cuttack—a small class maintained entirely from the fee-receipts—have now for the first time been shown as an addition to the number of colleges. Excluding primary schools, aided schools show the following changes: an increase of three in the number of high English, and of nine in that of middle English schools; a loss of three middle vernacular, and a gain of 194 lower vernacular schools. The last item of increase has been brought about for the most part under the primary system, which permits the rise of good primary schools to the lower vernacular standard. The allotment of Rs. 4,50,000 for grants-in-aid having now for some years been fully assigned, the changes under that head are necessarily small, and are limited to whatever increase can be effected by a more economical distribution of grants. Under these conditions the chief modes in which progress can be manifested are an increase in the number of pupils attending established schools, and a continued advance towards efficient management and teaching. The Lieutenant-Governor sees no reason to complain of the progress that has been made in these directions during the year, but it is necessary that the officers of the department should bear in mind the principle that grants are not earned by schools merely on the ground of continued existence. Steady progress towards a higher standard of efficiency can alone justify the claim of any aided school to Government support.

(*a*.) Exclusive of Sanskrit *tols*, included in this year's returns as schools of special instruction.

(*b*.) Including 288 boys reading in girls' schools.

(*c*.) European and Eurasian schools not shown separately in this year's returns.

5. The following table compares the expenditure for the year with the budget provision :—

Budget head of Expenditure.	Sanctioned estimate, 1880-81.	Expenditure, 1880-81.
	Rs.	Rs.
Direction and inspection	4,18,100	4,43,647
Government colleges and madrassas ...	4,53,558	4,56,934
Government schools	6,47,300	6,69,735
Grants-in-aid and assignments—		
For secondary and superior instruction ..	4,25,000	4,13,321
For primary instruction	4,00,000	4,07,286
Scholarships	1,60,000	1,50,802
Miscellaneous	48,742	33,346
Total ...	25,52,700	25,75,071
Less receipts	4,68,893	5,13,856
Net Government expenditure...	20,83,807	20,61,215

The expenditure and receipts have respectively exceeded the original sanctioned estimate by Rs. 22,000 and Rs. 45,000, the net result being a saving of Rs. 23,000. The fact that receipts from Fees and Fines were better than the estimate by Rs. 40,000 is a satisfactory indication of greater willingness on the part of the public to pay for the schooling of their children, while the extra expenditure of Rs. 22,000 incurred under the head of Government schools shows that the balances standing at the credit of these institutions are being utilized as they should be. On the other hand, the excess of expenditure over the estimates under the head of Direction and Inspection shows that the requirements of the service in regard to travelling allowances were inaccurately gauged when the estimates were framed.

6. The foregoing figures refer only to those payments and receipts that appear upon the Government books If the whole expenditure upon education in Government and aided schools be taken into account, including university charges paid by candidates, the charges for medical education, and the fee-receipts of aided schools, it will be found that the Government expenditure has risen from Rs. 21,97,000 in 1879-80 to Rs. 22,64,000 in 1880-81, while the private expenditure has increased in the same period from Rs. 25,71,000 to Rs. 28,56,000. These results are satisfactory for they show the continuance of the progressive increase of contributions from private sources towards the cost of education noticed in last year's Resolution. In the year 1878-79, private contributions for the first time exceeded the Government grant. In 1879-80, the latter fell to 46 per cent., while in the year under review it has amounted only to 44 per cent. of the total expenditure. These figures are exclusive of the expenditure in unaided schools, which has now, for the first time, been brought upon the returns, so far as the necessary information has been supplied by the schools concerned. If this be included, the total expenditure on education rises to Rs. 55,86,000, of which the share paid by Government was a little over 40 per cent.

7. The proportion of Mahomedan pupils in all schools and colleges has risen during the year from 18½ to 20 per cent. The proportion is greatest, in primary schools, in which out of 108,000 new pupils 31,000 are Mahomedans. "In English schools also," the Director writes, "the proportion of Mahomedan pupils is greater than the year before; while in colleges for general education it is less. In colleges for professional instruction the proportion has diminished, there being now only one Mahomedan in the Engineering, and none in the Medical College." The latter fact is to be regretted for experience has shown that the Mahomedans have been very successful in the medical profession. The number of Mahomedan pupils in technical schools shows a considerable increase. From the beginning of the present year, the Lieutenant-Governor has sanctioned the payment, from the Mohsin Endowment Fund, of two-thirds of the fees of every Mahomedan pupil reading in any of the aided colleges of Calcutta ;—a concession by which it is hoped that the number of Mahomedan students reading for the B.A. degree will be sensibly augmented. In passing down the list from colleges, through high and middle schools, to primary schools, the proportion of Mahomedan pupils advances steadily from 4½

to 22 per cent. In technical schools the proportion is 13½ per cent. The ordinary primary schools of the country are believed to be, in general, as fully suited to the requirements of Mahomedan as of Hindoo pupils, the vernacular of the former being in nearly all cases that of the people among whom they live; but the Lieutenant-Governor is glad to observe that the practice of subsidising Mahomedan *maktabs*, on condition of their teaching the vernacular and a little arithmetic in addition to the Koran, has been extended with successful results.

8. *Controlling agencies.*—The Director represents that the operations of the department have increased so enormously of late years as to relax to some extent the hold of the superior controlling staff upon the schools, notwithstanding the relief afforded by the appointment of Assistant Inspectors in 1879. He also observes that the rapid development of primary education has converted Sub-Inspectors into Central Examiners. These officers were originally appointed with the object of locally inspecting and examining primary schools which, in the absence of local inspection, cannot be expected to show as great improvement as might otherwise be looked for. It is true that at the central examinations the good schools are readily distinguishable from the bad, and that emulation and the hope of increased rewards are not without their effect in raising the status of inferior schools. Still, as Mr. Croft urges, "prevention is in all cases better than detection; but when left to themselves, schools of the class that we are now considering are necessarily confirmed in whatever radical faults of discipline or method they may be suffering from; and even when these faults are made manifest by the results of examination, and are pointed out to the teachers, the precepts then given, if they are to be of use, ought to be followed up by practical lessons among the guru's own pupils, and in his ordinary surroundings. It is to this cause that we must ascribe the fact that, though the standard of instruction in primary schools progresses, it does not progress at an equal rate with the extension of its area."

In the present development of primary education, an increase in the strength of the inspecting staff would undoubtedly be beneficial, and the Lieutenant-Governor will be prepared to consider moderate proposals to that effect. It must, however, be remembered that no large increase is under present circumstances possible, and that the chief duties of inspecting officers must still be connected with the examination of primary schools by the prescribed standards. Even the examination for rewards, may, there are reasons to believe, be conducted in too minute and detailed a manner.

9. The inspection of secondary schools has been, on the whole, satisfactorily conducted, though there is still great room for improvement in several districts. In the resolution of Government upon the Education Report for 1878-79, it was declared that "the proper duties of Deputy Inspectors are (1) the immediate personal inspection of secondary schools, and (2) the general supervision of primary education through the agency of Sub-Inspectors." These orders give secondary schools the first claim on the Deputy Inspector's attention. In the Presidency, Dacca, Burdwan, and Rajshahye Divisions, the average number of visits was 156, 126, 111, and 95 respectively—a result which is not unsatisfactory, considering that during the year educational officers were largely employed in duties connected with the census. It is otherwise, however, with the figures for particular districts; and the Deputy Inspectors of Pubna, Tipperah, Midnapore, and especially of Bhagulpore, should be called on to explain their apparent neglect of duty in this respect. On the whole, however, the Lieutenant-Governor agrees with the Director that "in spite of exceptions here and there, secondary schools are receiving much more attention now than they have at any time since 1872, from which the present development of primary instruction dates."

10. The Director quotes at length a passage from the report of the Inspector of Schools, Presidency Circle, in which it is stated that the Committees appointed under the grant-in-aid rules for the local management of schools have not as yet realised the expectations of those who framed that system, and are apt to abdicate their functions in favour of some individual member of energy and local influence. Mr. Croft is not displeased with this state of things, believing that the "requirements of education are satisfied

even though the principle of self-government be lost." The truth seems to be that local bodies of the sort, whether in Europe or in India, are not all composed of working members. The majority gladly see some energetic member do the work which should in theory devolve on all. If the work is done satisfactorily in this manner, it is perhaps as much as can at present be expected, but it is to be hoped that as the principle and methods of local self-government become better understood, the proportion of active members of educational committees will gradually become greater.

11. *University Education.*—The affiliation to the University of the college classes recently opened in the Bethune school for girls has raised the number of Government colleges to 12, seven of which are of the first grade, teaching the full course for the B.A. degree, while five, including the Bethune classes, are of the second grade, teaching to the standard of the First Examination in Arts. The Cathedral Mission College was closed by its managers at the end of 1880, and the number of aided colleges has accordingly been reduced to five. Three of these teach the full course for the degree; and two—the Doveton and the London Mission Colleges—that for the First Arts standard. The establishment of the City College in Calcutta, under the management of a committee of native gentlemen has made an addition of one to the number of unaided colleges. The Serampore College has ceased to furnish returns. The other two unaided colleges are La Martinière and the Metropolitan Institution, both in Calcutta. The latter is the only unaided college that teaches up to the B.A. degree.

12. The total number of students in all colleges has risen during the year from 2,080 to 2,526, or by more than 21 per cent.—a rate of increase which the Director describes as unprecedented. In Government colleges there has been an increase of 174 students, or 15 per cent.; in aided colleges of 155, or 23½ per cent.; and in unaided colleges of 117, or nearly 35 per cent. The first place, in point of numbers, is again taken by an aided college, the General Assembly's Institution, which contained on the 31st March last 501 students—a number far exceeding the strength of any college, Government or private, in any previous year. The unaided Metropolitan Institution has now risen to the second place, with 380; while the Presidency College follows, with 344 students. The rate of fees at the Presidency College is rightly maintained at the comparatively high rate of Rs. 12 a month for each student, while in no private college, aided or unaided, does it exceed Rs. 5 a month. Next in order among Government colleges come those of Dacca, Hooghly, and Patna, with 257, 194, and 162 students respectively, there being a large increase in the case of the two former colleges. Among smaller Government colleges, the increase in the Sanskrit College from 34 to 54, in the Berhampore College from 20 to 33, and in the Ravenshaw College from 31 to 40, must be regarded as satisfactory. The aided Free Church Institution in Calcutta shows the large increase of 76 students, from 69 to 145; while the number of undergraduates in La Martinière has risen from 4 to 20.

13. The expenditure returned for collegiate education in Government and aided colleges shows a decrease, which is merely nominal, from Rs. 4,58,432 in 1879-80 to Rs. 4,56,125 in 1880-81. Of the total expenditure, Rs. 2,43,775 were contributed by the State, and Rs. 2,12,352 from other sources, showing an increase in the former and a decrease in the latter as compared with last year's figures. The average cost of students in Government colleges now stands at Rs. 325, Rs. 215 of which are supplied by Government; while in aided colleges each student costs Rs. 193, of which sum about one-sixth comes from State funds. It will be thus observed that while the share paid by the State has slightly risen in Government colleges, it has fallen considerably in aided colleges.

14. Comparing, however, the financial results for four years, the Lieutenant-Governor observes that Government expenditure on collegiate education has increased more largely than expenditure from private sources. It is no doubt true that the income from these sources has increased also, but it has not increased in the same proportion as expenditure from State revenues. The demand for collegiate education has compelled the Government to provide additions to the professorial staff. This demand is a growing one, and it is, in Sir Ashley Eden's opinion, impossible that Government can

keep pace with this growing demand; any further increase of expenditure for the staff of Colleges should be paid by the students themselves. The soundness of this principle, in the present circumstances of education in Bengal, can hardly be contested. With a steady annual increase in the number of college students, such as is now taking place, the cost of the colleges to Government ought year by year to show some corresponding reduction. Without, however, insisting on reduction below present expenditure, the Director of Public Instruction will be requested to consider, in communication with the Principals of Colleges, what moderate increase can be made in the fee-rates of colleges other than the Presidency College, without inflicting any sensible hardship on students, and without materially diminishing their number. Local circumstances, and the cost of the local college to Government and to the people, should be fully considered in each case. The Lieutenant-Governor is quite aware how moderate are the resources of the middle classes in Bengal—the classes from which the colleges are filled and which correspond in social position though not in wealth to the professional classes in England, and how little foundation there is for the statement which is sometimes heard that the Government is gratuitously educating those who can well afford to pay for their own education. The condition of things in Bengal is very different to that in England, and the Lieutenant-Governor certainly has no desire to check in any way the spread of high education, or to diminish the facilities for obtaining it. But it is none the less true that in the present day the cost of high education should not form a constantly increasing charge upon the State, and that a moderate increase in the rates of fees, while it will involve no appreciable hardship to the people, will result in a juster distribution of the cost of institutions in the maintenance of which Government and the people are alike interested.

15. The results of the University Examinations were in every way satisfactory. At the First Arts Examination, 311 candidates passed out of 813, or 38 per cent., against 29 per cent. in the previous year. Of those candidates who presented themselves at the examination for the first time, nearly 49 per cent. passed, but only 30 per cent. of those who had previously failed were successful. From Government Colleges 43 per cent. of the candidates passed; from other institutions 33½ per cent. The Presidency College passed 49 per cent. of its candidates; the Dacca and Sanskrit Colleges 47 per cent.; the Rajshahye, Kishnaghur, Hooghly, and Patna Colleges from 42 to 34 per cent. Of the smaller colleges, eight candidates passed out of 11 at Cuttack, and five out of six at Chittagong. Three candidates out of 12 passed at Midnapore, and one out of seven at Berhampore. The only candidate from the Bethune School passed. From the General Assembly's College, 57 candidates passed out of 175; and from the Metropolitan Institution 48 out of 137.

16. At the B.A. Examination, 126 candidates passed out of 325, the proportion being 38 per cent. against 36 per cent. in the previous year. Of those who appeared for the first time, 51 per cent. passed. From six Government colleges 74 candidates passed out of 159, from four aided colleges 30 out of 69, and from the unaided Metropolitan Institution, which sent up candidates for the first time to this examination, 16 passed out of 38. It is a source of great satisfaction to the Lieutenant-Governor to find that the private colleges of Calcutta, both aided and unaided, are so thoroughly efficient as these results prove them to be; and he has little doubt that the existence by their side of the Presidency College, with its large and efficient staff of professors, and their consequent emulation with it, have contributed in no small degree to this satisfactory result. Independently, therefore, of the benefits which it has directly conferred upon successive generations of students, the Presidency College has served a no less useful purpose in the gradual elevation of private colleges to its own standard of efficiency. In one important respect, indeed, its example and practice are not so closely followed. The Presidency College may be regarded as the centre of scientific instruction for this side of India. The majority of its students elect the scientific course of university instruction, while the other colleges of Calcutta choose for the most part the course in literature. The Presidency College turns out year by year a number of distinguished students versed in physical science; and thus occupies a place which cannot be filled by any other college in Calcutta. Of the candidates from all colleges

in Bengal, 132 chose the course in literature, and 163 the course in science; of the former 32 per cent., and of the latter 50 per cent. passed. Of the candidates in science, six from the Presidency and five from the Hooghly College gained places in the first division; the other two places in that division being secured by candidates from the Dacca and the Cathedral Mission College. On the literature side only one candidate, belonging to the General Assembly's College, was placed in the first division. In Government colleges, 45 students appeared at the examination in literature, and 12 passed; while 114 were examined in science of whom 56 passed. Among the students of colleges in the mofussil, 13 presented themselves for examination by the former standard and 61 by the latter. It is only in the Dacca and Kishnaghur Colleges, among those in the mofussil, that the literature course is read by any students. The course in science is read in every Government college that reads to the B.A. standard. The Ravenshaw College again passed a candidate, this being the second year of success since its establishment. The permanent maintenance of this institution as a first grade college for Orissa has been now definitely sanctioned.

17. For the M.A. degree 46 candidates appeared; 24 competed for Honours, of whom 19 were successful, and 22 for the ordinary degree, of whom 10 passed. From the Presidency College, nine gained Honours and eight the ordinary degree, chiefly in English, mathematics, and physical science. From the Sanskrit College, one candidate out of two took Honours in Sanskrit. The five candidates for Honours from the Hooghly College were all successful; two in English, two in physical science, and one in mathematics. One student gained Honours in botany from Patna College. and one passed in Sanskrit from Dacca. Of the aided colleges, the General Assembly's Institution passed two candidates, the Free Church College one and the Cathedral Mission College one—all in English.

18. *Secondary Education.*—The number of high English Government schools in Bengal remains the same as in the previous year, 48; but the pupils reading in them have slightly increased from 13,727 to 13,867. Aided schools show an apparent increase of 10, from 88 with 10,800 pupils to 98 with 12,435; seven of these, however, are high schools for Europeans, now for the first time included with the rest. Unaided schools have nominally increased from 64, with 14,091 pupils, to 72, with 16,256 pupils; but the re-classification of schools for Europeans accounts for six out of the increased number. Altogether, there were at the close of the year 218 high schools, with 42,558 pupils; the cost of which was Rs. 2,02,045 to Government and Rs. 5,89,546 from local sources. The most noticeable feature in connection with higher English education is the extraordinary demand for instruction of this nature manifested in Behar. If this demand continues unabated, as the Lieutenant-Governor trusts it may, it will hardly be possible for Government to provide sufficient school accommodation from the funds at its disposal. It therefore becomes a matter of pressing importance that some encouragement should be given to the establishment of private schools. As observed by the Director this can be most effectively done by raising the fees of Government schools. The subject is one which deserves the best attention of District Committees, whose action on the matter must necessarily go a great way towards promoting or obstructing private enterprise in educational matters. As Sir Ashley Eden remarked last year; no Government school has any good ground to resent the establishment of a well-managed private school in its neighbourhood, even though its fee-receipts may be thereby diminished. Private schools supply education at a cheaper rate; and they may be so managed as to act as feeders to the zillah schools, which might thus in course of time cease to impart instruction in rudimentary subjects.

19. At the Entrance Examination of 1880, 2,031 candidates appeared from 204 schools, of whom 1,184 or more than 58 per cent passed. Government schools passed 71 per cent. of their candidates, and private schools, aided and unaided, 52 per cent. These proportions are much higher than those of any previous year. Among collegiate schools, the Hare and Hindu schools, attached to the Presidency College at Calcutta, maintain their traditional places at the head of the list. The Dacca Collegiate school has regained the third place on the list with 31 successful candidates; and is followed by the

Hooghly Collegiate, Rajshahye, Hooghly Branch, and Sanskrit Collegiate schools. The Kishnaghur school has fallen from the third to the eighth place—a result ascribed to the unusual sickness that prevailed in the district, and to an unavoidable change of head-masters three times in the course of the year. All the candidates from the Berhampore Collegiate school, 12 in number, passed the Entrance Examination.

20. Zillah schools of the first class, that is, those with 300 pupils and upwards, have increased from 11 to 12 by the addition of the Monghyr school. The 12 schools together show an increase of 301 pupils, of whom six schools in Bengal contribute 157, and six in Behar 144. The Lieutenant-Governor is glad to learn that the Mahomedan pupils of Behar readily attend the Hindi classes in the zillah schools. In Behar at the present day a knowledge of Hindi is of much more practical value than a knowledge of Urdu. Among zillah schools of the first class the Utarpara school held the highest place at the Entrance Examination, being followed by Burisal. In the second class of zillah schools (that is those having from 175 to 300 pupils) Bankoora is the most distinguished; while in the third or lowest class the Barrackpore, Balasore, Purulia, and Pooree schools have taken the foremost places. The Hazaribagh and Chyebassa schools were very unsuccessful, a fact which is not satisfactorily explained by the Director's theory that high education is not sought after in districts where third class schools are situated. The results of the year's working show that the instruction, the management, and the inspection of the zillah and collegiate schools have been on the whole very efficient.

21. The number of aided schools has increased by three, and the progress of these institutions, as tested by the Entrance Examination, continues to be satisfactory. There are 32 aided schools in the Presidency, and 37 in the Burdwan Division. In each of the other Divisions there are from three to five schools of this class, except in Chota Nagpore and Orissa, where there are two and one respectively. In the latter Division, as in Behar, the great difficulty at present in establishing high schools is the cost of teachers, all of whom have to be imported from Bengal.

22. Excluding six schools for Europeans, the number of unaided schools is 66. Of these 17 are in Calcutta, 18 in the Presidency Division, 12 in Burdwan, nine in Dacca, six in Patna, and one in each of the other Divisions. In some unaided schools, like those at Durbhunga and Burdwan, which occupy the place of zillah schools, no fees are charged—a system of management which though well intentioned is of somewhat questionable utility. As pointed out by Baboo Bhoodeb Mookerjee, no analogy exists between the conditions under which gratuitous education was provided in the Sanskrit *tols* and those which now prevail in English and vernacular schools. The Lieutenant-Governor is disposed to agree in the remark quoted by the Director that—" It is only when pupils are prompted by a strong desire for education that they make any real progress; and the payment of proper rates of fees is a sort of guarantee that they are actuated by such a desire." Reference was made in the last resolution to a class of fictitious schools which started up once a year, two or three months before the Entrance Examination, for the purpose of granting certificates of eligibility to candidates rejected at the test examinations of other schools. The recent regulation of the Syndicate of the University, that no candidate can be sent up by a school in which he has not read for six months, has had a most salutary effect. The Director declares that the great majority of unaided schools are well managed and attentive to discipline.

23. Middle English schools have increased from 554 with 32,812 pupils to 588 with 35,348 pupils; the increase including, however, one unaided and 14 aided schools for Europeans. Government schools have nominally increased from eight to 10 by the re-classification of the schools at Rangamati and Bogra. Aided schools show an increase of 23 and unaided schools of nine. Taking both classes together there is a large increase both of schools and of pupils; and the Director is no doubt right in his inference that " whatever objection might have been felt at the outset to the vernacular constitution of middle English schools that objection has now practically disappeared "

In the Behar Circle, the increasing desire for English education, which has been referred to in the case of high schools, has manifested itself in middle schools also. The returns show an increase of 812 pupils in schools of this class; 525 in the Patna Division and 337 in Bhagulpore. The only difficulty attending the vernacular constitution of English schools in Behar—the want of trained vernacular teachers—will, it is hoped, soon be removed by the new organization of the Patna normal school.

24. In connection with schools of this class, a measure adopted in Bankoora where patshalas have been opened in connection with most of the middle schools whether English or vernacular deserves some attention. "The school-boys in the primary stage of instruction have all joined the attached patshalas, and have been returned as primary pupils. The schools proper," it is added, "are being managed with a smaller number of teachers, and some of the grants have been reduced." The separation therefore has the effect of increasing the number of primary school pupils and diminishing the number of those returned for middle schools; and if carried out universally, it would very materially increase the number of primary schools and of the pupils reading in them. It appears, however, to the Lieutenant-Governor that the only purpose to which statistics of primary education can be usefully applied, is to determine, so far as reliance can be placed on them, the extent to which education is spreading among the masses of the people. No assistance is given towards the framing of such an estimate if the returns of schools for the masses are inflated by the addition of the lower sections of schools which are not intended for the masses nor used by them. The pupils in high English schools, for example, from the highest to the lowest form, belong generally to the middle classes of society, and are all within what may be called the sphere of high education. To amalgamate the lower section of those schools with the general returns of pupils in primary schools would be, to combine two things which have no common character. With middle schools no doubt other considerations come in. While many schools of this class are, from the circumstances of their position, attended almost exclusively by the middle classes, there are others, both English and vernacular, especially in villages in which no separate primary school exists, which are attended indifferently by pupils from the middle and from the lower classes of society. In the Darjeeling Terai, for example, a loss of pupils in middle schools is ascribed "to the simple fact of the people requiring their boys to work in the fields." As the Director remarks, for such pupils the education of the patshalas is most suitable. Each case should be considered in reference to the special circumstances of the locality, and if the school contains a fair proportion of the lower classes—such a proportion for example as existed in the indigenous patshalas of the country, in which it is known that pupils of the middle and the lower classes read together—there can be no objection to converting the lower section into a separate school to be classed as primary. If the establishment of a patshala had the effect of attracting pupils who now stand aloof from the middle school, there would be a still greater reason for the separation.

25. Middle vernacular schools have nominally decreased from 1,085, with 54,562 pupils, to 1,029 with 54,208 pupils; but much of this apparent loss of 57 schools is due to the transfer of 48 Sanskrit *tols* to another class. Of the whole number, 172 are Government schools, 769 are aided, and 87 unaided; and there has been a loss of three schools under each head. These fluctuations appear to show, as the Director points out, that "middle vernacular schools are not altogether popular or successful. They are in fact pressed upon in two directions. On the one hand, the primary system draws off the lower section of their pupils year by year in an increasing ratio, as the schools belonging to that system rise in standard; on the other, middle English schools under their new constitution of a vernacular basis, possess all the attractions and advantages that vernacular schools ever had, and they offer instruction in English besides. The late reform, moreover, by assimilating middle English to middle vernacular schools has not only improved the standard of the former class, but has also made it easy for the latter to attain to it." In these views the Lieutenant-Governor entirely concurs. The Director rightly points out that though the knowledge of English gained in schools of this class has no very great educational value, either as a means of

mental training or as a source of profit or intellectual pleasure, yet it will be a gain to the pupils in other ways, and the machinery of the vernacular schools may rightly be employed in securing that advantage to scholars over and above the sound education which the Lieutenant-Governor believes to be given through the ordinary curriculum of middle vernacular schools. The weaker middle schools are laying aside English, and the stronger are taking it up ; the latter in almost every case without any increase in the Government grant. The change is one of great importance; it is the direct result of the orders of 1877, constituting middle schools on a vernacular basis, and was indeed confidently predicted from the first.

26. The examinations for middle scholarships, English and vernacular, showed the following results. For the English scholarships, 347 schools sent 976 candidates, of whom 583 passed. For vernacular scholarships, 931 schools sent 3,509 candidates, of whom 2,004 passed. The results of the English examination, show but little change as compared with the preceding year, while there is a remarkable advance in the success of pupils at the vernacular examination. The Director believes that the comparatively unsatisfactory results of the former examination are due to the fact that many pupils in middle English schools now prefer to compete for vernacular scholarships as having a higher money value, and this opinion seems to be supported by the great improvement shown in the results of the vernacular scholarship examination. The separate proposals described at length in the report for the introduction of important changes in the value and the terms of tenure of middle scholarships, and in the conduct of the examinations, are now under the consideration of Government.

27. Lower vernacular schools have increased from 1,498, with 54,296 pupils, to 1,701 with 59,318 pupils. The great majority of these schools are aided from the primary grant, at the rate of from Rs. 2 to Rs. 5 a month, and have in most cases grown out of ordinary village schools. The Director remarks that, in point of organization and discipline, these schools serve as models to the primary schools in their neighbourhood, and it is no doubt true that, among many thousand primary schools, there will always be a considerable number which, by a quite natural and healthy process of development, tend to rise to a higher standard. At the same time, the upward tendency of these schools should be jealously watched, if there is any danger that when raised to a higher standard their former pupils may no longer attend them, or may no longer receive the education best fitted for them. Schools of this class will in future be called "upper primary schools," in fuller conformity with the new classification of the Government of India. For the lower vernacular scholarship examination of 1880, 1,139 schools sent up 2,731 candidates, of whom 1,677 passed. The results were not very different from those of the previous year ; the new schools lately brought into this class not having yet attained to the full standard, and, therefore, producing no effect upon the results of the last examination. If, however, a comparison, be made with the examination of 1876, when their number was 1,500, it will be evident that considerable progress can be claimed for lower vernacular schools. In that year the number of successful candidates was 867, or little more than half that passing in 1880, when the number of schools was not much greater. The efficiency of lower vernacular schools varies widely in different parts of the country ; but it may be noticed that in the Burdwan Division 75 per cent. of the whole number of schools, and 91 per cent. of those that competed, were successful at the examination.

28. *Primary Education.*—The total number of primary schools for boys has risen from 35,258 with 613,452 pupils, to 41,699 with 701,568 pupils, showing an increase of 6,441 schools and 88,116 pupils, Besides these, indigenous *tols* and *maktabs*, to the number of nearly 1,400 with 10,000 pupils, which in the previous year were included among primary schools, have now been transferred to the head of "special instruction." It follows that about 98,000 additional pupils have been brought on the returns of primary schools. Of the whole number of schools returned as primary, 36,002 with 618,328 pupils receive aid in some form or other from Government, while 5,697 with 83,240 pupils are unaided. In the case of many schools, which,

though brought within the limits of the primary system, are not yet advanced enough to send their pupils to the central examinations for rewards, the amount of aid is limited to the yearly payment of a rupee to the teacher for keeping a register and submitting an annual return. No great reliance can, it is true, be placed upon figures thus obtained; but as observed by the Director the maintenance in primary schools of a register is useful as a means for the education of primary teachers in the elements of school organization. Eventually the statistics thus obtained may become accurate, but for the present it is only by indirect and partial methods that any test can be applied to the returns of attendance in primary schools. The superior inspecting officers have occasional opportunities of checking the returns furnished by particular schools; but this is necessarily a test of very limited applicability. A better check is supplied by comparing the returns of schools and pupils with the results of the primary scholarship examination from year to year. The tests thus applied seem to show that although the correctness of the figures in the case of individual schools may be questioned, the general effect is not misleading, and affords an useful basis for comparing the results of different years. If with these reservations they be provisionally accepted, the general character of the primary system in Bengal may be indicated as follows: Each teacher of an aided school receives on the average Rs. 9½ a year from Government, and Rs. 34 from the village, or about Rs. 43 a year altogether, besides payment in kind, such as clothes and rice. Or, again, since an aided primary school contains on an average 17 pupils, each pupil costs Government nine annas a year out of a total of Rs. 2-9. The schools are therefore essentially village schools, maintained by the people for the people, with some moderate support from Government.

29. By the statement that 80,000 or 100,000 pupils are added to the returns annually, it is not pretended that so many new pupils are brought to school who were not at school before. The Government system discovers schools; it does not, except to a comparatively limited extent, create them. The advantages which may rightly be claimed for the system are, however, these: The connection of a school with Government, however slight it may be, tends to secure its stability by the hope of future profit; the requirement that registers shall be kept gives each teacher an interest in increasing the number of his pupils and in enforcing, so far as may be, regularity of attendance; and the examination of pupils by standards of various degrees of difficulty, from that of the primary scholarship down to the most elementary subjects of patshala instruction, makes it easy for the schools to advance from stage to stage; while the rates of reward, increasing with the standards, and also a natural spirit of emulation, supply the teachers with the necessary incentives to progress. The object of the system is the gradual and general improvement of ordinary village schools, within the limits proper to primary education. In reference to this point, the Director draws attention to a special source of danger, namely that of so raising or altering the standard that it no longer corresponds to an ordinary peasant's, trader's or artisan's requirements. Slate-arithmetic and the reading of printed books have too often been allowed wholly or partially to take the place of some of the old subjects of patshala instruction. "This is," the Director observes, "especially the case with mental arithmetic—a subject on which no great stress can be laid in the scholarship examination, since that has now come to be conducted more and more fully by written papers, the number of candidates, which increases yearly, preventing the use of *vivâ voce* questions to any great extent. But this evil, the existence of which has been specially noticed in Midnapore and in Orissa, is a serious one. Readiness and rapidity of calculation have been the pride of patshala pupils and the strength of patshala instruction for many generations; and we shall have altogether failed to make the best use of the materials at our command unless we preserve and confirm their most useful elements." This observation is entirely borne out by facts that came under Sir Ashley Eden's own observation during a recent visit to Midnapore; where, in a large gathering of primary schools, he found the pupils remarkably deficient in mental arithmetic, a subject in which they used to be remarkably proficient. This subject is unquestionably one of the most useful that a boy can spend his time upon; and it is no gain

to him, but a serious loss, to have learnt to read a printed primer, if at the same time he is unable to look sharply after his own interests in ordinary money transactions. The immediate remedy lies, as the Director points out, in the revision of the rates of reward offered for different subjects, and in the substitution of *vivâ voce* for written questions at the examinations in arithmetic.

30. The system of payment according to the results of examination is now in force more or less completely in all districts, except Bogra, Pubna, Darjeeling, Julpigoree, and Lohardugga. The experience of several years has shown that this system is the only one under which mass education can under present financial circumstances be largely extended. But a limit to its development is necessarily set by the amount of the funds which Government can place for this purpose at the disposal of the district authorities; and, as the Director remarks, this limit has been reached wherever the system is at work in any thorough-going form. The primary grant for the current year has now been increased from four to five lakhs of rupees, and the additional sum has been distributed among all the districts of Bengal in proportion to the necessities of each.

The Director furnishes an interesting comparative statement of the extent to which primary education has been pushed in different parts of Bengal, as shown by the proportion of boys at school to boys of school-going age, reckoned at 15 per cent. of the male population. The proportion varies from one in two in Burdwan to one in nineteen in Rungpore. The worst results are shown by the districts of the Rajshahye Division, and are not adequately explained by the plea that those districts are unprepared for the introduction of the reward system in any form. The system is recommended by the success that has attended it in every district in which it has been tried, and an effort must now be made to introduce it throughout the Rajshahye Division. The Lieutenant-Governor is aware of the objections that are urged against the system. He knows that some officers still hold that a few patshalas, well taught and looked after, are of more solid value than a great and increasing crowd of which little can be known, except that they send pupils to the examination. Sir Ashley Eden admits that the fewer the schools to be inspected, the higher the standard that can be attained in each. At the same time the advantage of bringing Government into some kind of connection with indigenous schools over the widest possible area, and thus of practically manifesting its interest in and sympathy with their aims, is so enormous as altogether to outweigh the consideration that in a few schools the standard of instruction is not so high as it might otherwise have been.

31. In the Presidency Division the number of aided primary schools has declined from 1,998 with 66,144 pupils, to 1,985 with 62,180 pupils. The pupils in unaided schools have increased by 6,000. Of all boys of school-going age, one in six is at school. Changes in classification account for a large increase of aided schools in Jessore; and a considerable loss in the 24-Pergunnahs. In Nuddea, there was a serious loss, arising from the widespread sickness that prevailed. In the Burdwan Division throughout which the system of payment by results is in full operation, aided schools have advanced from 6,316 with 149,815 pupils to 7,540 with 171,428 pupils; the increase being shared by all the districts. One boy in every three is at school. In Bankoora the Magistrate, Mr. Anderson, has drawn up an admirable and complete code of rules for primary schools, in which, among other useful principles, special attention is directed to hand-writing and mental arithmetic. In the Rajshahye Division the number of pupils in aided primary schools decreased from 33,111 to 23,941, all districts showing a falling off except Rajshahye. Throughout the Division, notwithstanding the general prosperity, only one boy in 14 is at school; the rate of aid for each pupil under instruction is far higher, and the proportion of pupils to population is far less than in any other part of Bengal. In the Dacca Division one boy in nine is at school. The number of aided primary schools has increased from 1,543 with 45,602 pupils, to 1,709 with 51,418 pupils. There was an increase in every district but Mymensingh. In the Chittagong Division the number of aided primary schools has risen from 1,412 with 33,041 pupils to 2,301 with 49,891 pupils. One boy in five is at school. The increase has been confined to the districts of Noakholly and Tipperah. In the latter district a large number of *maktabs* are

aided; nothing is given for the reading of the Koran, but ample rewards are offered for the most elementary secular subjects, beginning even with the alphabet.

In the Patna Division, in which one boy in nine is at school, aided primary schools have increased from 5,570 with 79,826 pupils to 8,076 with 95,880 pupils. The chief increase was in the district of Gya, where more than 10,000 pupils were added to the returns of aided schools; most of which, however, were aided for keeping registers or returns only, under the "chief guru" system. The report contains some interesting remarks by Mr. Grierson, who officiated as Inspector of Schools for three months, showing that in the patshalas Hindi is studied by Mussulmans and Hindus alike to the exclusion of Urdu, the only difference being that the former show a preference for the Kaithi and the latter for the Devanagri character. Of the 158 Mahomedan boys examined in the Patna district, 109 were reading Hindi and not Urdu. In the Bhagulpore Division one boy in eight is at school. The number of schools rose from 4,866 with 51,215 pupils to 6,649 with 66,277 pupils. It is to be feared, however, that the Director is over-sanguine in thinking that the Government system now covers the entire field of indigenous instruction in this division. The rapid extension of the primary system in Behar is a good deal due to the "chief guru" system, introduced by the Inspector, Baboo Bhudeb Mookerjee, C.I.E., under which a selected teacher of an indigenous school is employed to supervise the working of a circle of village schools grouped round his own as their centre. That system, the Director remarks, supplies a slight, but closely-knit organization, whose meshes cover the whole known field of organized instruction. Under this system more accurate information can be obtained about indigenous schools than probably under any other." Its comprehensive character may be inferred from the fact that the average number of pupils to an aided school is not more than 10 or 12 in the two divisions of Behar—a proof that the very smallest schools are brought within its range.

In the Sonthal Pergunnahs a scheme is being devised for extending education in the Damin-i-Koh and elsewhere. Separate measures are also being taken for the education of the Sonthals in the districts of Beerbhoom and Manbhoom. The education of Sonthals has hitherto been chiefly left in the hands of the Church Missionary Society and the India Home Mission; but the efforts of these bodies will for the future be supplemented by direct action on the part of Government officers. In the Chota Nagpore Division the number of aided primary schools has risen from 742 with 21,126 pupils to 819 with 23,186 pupils. One boy in 11 is at school. There is some increase in every district except Hazaribagh, in which there was considerable sickness towards the close of the year. There is, however, a marked improvement in the organization of the schools of that district. The progress made in backward districts like Lohardugga and Singbhoom is especially satisfactory. In the last-named district there are very few indigenous schools independently existing, and the efforts of the local officers are rightly directed towards the opening of new schools. The bulk of the pupils in the primary schools of Singbhoom belong to non-Aryan tribes. Besides 948 Hindus and 42 Mahomedans, 2,500 of the total number of pupils were Hos, besides several hundreds belonging to other races.

The spread of education in the Orissa Division is only second to that in Burdwan, there being two boys out of every seven at school. The number of pupils has, however, declined from 63,882 to 61,654; aided schools having slightly increased from 5,460 to 5,464. The Joint-Inspector remarks: "The diffusion of easy printed books has liberalised the course of instruction in a great majority of our primary schools, and the reading of such books, with an intelligent appreciation of the meaning of the text, is no longer considered an accomplishment amongst the people of the interior." As elsewhere, mental arithmetic does not in Orissa receive its fair share of attention, native mensuration is taught in a very impractical way, and handwriting is almost left to itself. Now that attention has been prominently called to these defects, the Lieutenant-Governor trusts that no efforts will be spared to remove them. The Joint-Inspector attributes the general success of the system, not so much to the rewards that are given as to the principle of emulation, which, he believes, it has turned to account in a manner no educational system

ever did before. Finally in the Tributary Mehals of Orissa there has been a general increase in the number of schools and pupils in institutions of almost every class.

32. *European and Eurasian Education.*—The total number of schools has increased from 47 to 52, and of pupils from 4,495 to 4,911. One of these, the Railway boarding school at Kurseong is a Government school; 41, including an increase of three schools, receive grants-in-aid, and ten, with an increase of two, are unaided. The majority of these schools are in Calcutta; in which there are among those that receive aid, six high and eight middle and primary schools for boys with a total of 1,936 pupils, and one high and nine middle and primary schools for girls, together with the Church Mission Normal School, with a total of 1,199 pupils. Unaided schools in Calcutta for boys include one primary and two high schools, and for girls, three high and three middle and primary schools. Altogether there were known to be on the 31st March last 1,749 boys and 1,386 girls in 25 aided schools in Calcutta, and 653 boys and 373 girls in nine unaided schools. During the year one aided school (St. Saviour's) ceased to exist, while the Calcutta Boys' School and the Loretto Girls' School in Dhurrumtollah received grants-in-aid. The Calcutta High School, unaided, was also newly established under a former master of the Doveton College. The total expenditure in the aided schools of Calcutta in 1880-81 was Rs. 2,00,961, towards which Government contributed Rs. 41,711. In the four free schools, namely the Calcutta Free School, the Benevolent Institution, and the Catholic Male and Female Orphanages, the Government expenditure was Rs. 19,540 out of a total of Rs. 43,331, or 45 per cent.; in the other 19 aided schools the Government expenditure was Rs. 22,171 out of a total of Rs. 1,57,630, or 14 per cent. Owing to the different amounts that have been at the disposal of Government at different times, the rates of aid at present granted to these schools follow no fixed system. A beginning has, however, been made towards a more regular distribution; and the grants of all middle schools in Calcutta in which fees are paid will be determined for 1882 by the results of examinations held in the present year. The appointment of the Committee now sitting in Calcutta for the purpose of preparing a draft code for schools of this class will, it is hoped supply a much-needed incentive to progress by the introduction of an exact and definite system of aid, a result which will be cordially welcomed by the managers of all schools for Europeans in Calcutta.

33. Darjeeling possesses four excellent boarding schools, two for boys and two for girls, which, owing to the liberal grants-in-aid received from Government, are enabled to reduce their rates of fees. The St. Joseph's school for boys, and the Darjeeling Girls' School, have recently received the promise of building grants, on the usual condition that they shall be expended in the provision of increased accommodation for pupils. The number of pupils in St. Paul's school has increased from 72 to 107. The Darjeeling Girls' School has secured a new head mistress from England; and is supervised by a judicious and energetic committee, appointed partly by Government, and partly by the Diocesan Board of Education. The removal of the Government Railway School, in which there are now 38 pupils, all but one or two of whom are boarders, from "Constantia" to the hill above Kurseong has been attended with the greatest benefit. The new dormitories to hold 40 boys and 40 girls will, it is expected, be completed by March next; and the school will then possess as good buildings and as capable a staff as any of the kind in India. The Lieutenant-Governor assured himself by personal inquiry of the efficiency and popularity of the head-master and mistress, and of the health and comfort of the pupils. The whole cost of maintenance has been brought within the reasonable limit of Rs. 12-8 a month for each pupil, all of which is covered by receipts, and the only expense incurred by Government is on account of the salaries of the teachers. The station of Cuttack with two schools for boys and two for girls is exceptionally well supplied, and the Railway Boarding School at Jamalpore is a prosperous and successful institution. Local efforts at Dacca, however, have not yet succeeded in establishing the school at that station on a sound and satisfactory footing.

34. *Female Education.*—The total number of girls' schools increased from 657 with 14,870 pupils to 840 with 19,673 pupils. With the addition of

13,455 girls reading in boys' schools, the total number of girls under instruction was 33,218, showing an increase of 4,705 pupils. The year has been signalised by the success, for the first time in India, of two young native ladies—Chandra Mukhi Bose from the Normal School, and Kadambini Bose from the Bethune School at the first examination in arts. These ladies who passed in the second and third divisions respectively, are now reading in the Bethune School for the Degree examination, special scholarships of Rs. 25 and Rs. 20 a month having been granted to them respectively for that purpose. Of the female candidates at the Entrance examination two from the Bethune School—Kamini Sen and Subarnaprabha Bose—were placed in the first and second divisions respectively. As the Director remarks "the example which they have set will not be thrown away; indeed we hear already of other schools following the lead of the Bethune and the Free Church Normal schools, though these have secured the distinction of being the pioneers of the higher education of women in Bengal."

35. The progress here shown, and the promise which it affords for the future, are subjects on which the Committees of these schools and all those who are interested in the education of women in India, may well be congratulated. A large addition has been recently made to the grant allotted to the Bethune School, in order to provide for the maintenance of the college classes in a state of complete efficiency. The school has altogether 109 pupils, of whom 51 read English. A new Lady Superintendent, appointed by the Secretary of State, arrived in India shortly after the close of the year. The Dacca Government School passed eight candidates last year at the primary, and four at the lower vernacular scholarship examination; these last are now reading for the middle standard. The progress of girls' schools throughout the country, judged by the only satisfactory test, that of the public examinations, has been remarkable. In the Presidency Division five girls passed by the lower vernacular standard, one gaining a scholarship; and in the district of Nuddea five passed the primary examination, two with scholarships. In the Dacca district 80 candidates appeared at the primary scholarship examination, of whom 69 passed, 54 in the first division; one girl also passed by the lower vernacular standard. In Fureedpore five girls passed by the primary standard; and one of them, a married girl of 15 years of age, has set up a patshala at her father's house, and is herself preparing for the lower standard. In Burrisal a pupil of the station school passed by the middle standard; and nine girls from the same district passed by the primary standard. In Mymensing one girl passed by the lower, and four by the primary, standard. In Tipperah one girl passed the middle vernacular, and nine the primary scholarship examination, of whom one gained a scholarship. In Noakholly five passed by the primary standard, and in Chittagong seven, three of the latter gaining scholarships. In Balasore six girls passed, and one in Cuttack. In the public examinations girls compete on equal terms with boys, and the instances quoted afford therefore valuable indications of sound and steady progress. In Behar and Chota Nagpore there are some good schools, though they have as yet sent no pupils to the examination; but in the Rajshahye Division it is reported that the condition of the girls' schools is most unsatisfactory. The schools in the Burdwan Division are under the supervision of the Utarpara Hitakari Sabha, and the pupils do not, as a rule, appear at the departmental examinations. At those held by the Sabha, 65 candidates appeared; of whom 33 passed by the junior, nine by the senior, and four by the final standard; all but 15 gaining scholarships. A Mahomedan girl from Bankoora passed a very creditable examination, and gained a junior scholarship.

36. Excluding the Bethune School, the aided institutions in Calcutta are four Zenana Agencies, drawing a monthly grant of Rs. 1,242; two normal schools, with a grant of Rs. 326; three orphanages, with a grant of Rs. 215; and nine girls' schools, with a grant of Rs. 269. Altogether the Government pays to the Missionary agencies working in Calcutta more than Rs. 2,000 a month for the education of native girls. Mrs. Wheeler, the Inspectress of Schools, examined last year 1,943 pupils reading in zenanas, or in schools connected with Zenana Agencies. Of the whole number 1,664 were in the lower primary, 237 in the upper primary, 41 in the middle, and one (belonging to the Church of Scotland Agency) in the upper stages respectively. These returns exhibit some

improvement over those of the previous year when the number in the two lowest stages were 1,861 and 200. The obstacles in the way of the Missionary agencies, which were enumerated in the last report, are again the subject of complaint by the managers and the Inspectress; but it is gratifying to read that, in the Director's opinion, "the figures give reason to believe that some small return is being obtained from the money laid out by Government; while every day brings signs that the demand for female education in Bengal is surely, however slowly, advancing and extending."

SPECIAL INSTRUCTION.

37. *Law.*—There are now seven Government Colleges to which a law class reading for the B.L. degree has been attached, a new class having been opened at Cuttack. The number of law students has increased from 321 to 367. The total expenditure in all law classes increased from Rs. 25,219 to Rs. 26,399; but the classes are all now self-supporting, and indeed returned a profit to Government of Rs. 4,879. Of 86 candidates for the B.L. degree 35 passed; a result inferior to that of the previous year, when 47 candidates passed out of 88. The loss was confined to the Presidency College.

38. *Medicine.*—The number of students in the Medical College at the close of the session was 123 against 153 in the previous year. As in former years, a large number of students withdrew their names in the course of the session from inability to pay the fees. A remedy for this cause of fluctuation has, it is hoped, now been devised by the rule that fees are to be paid half-yearly in advance. At the first L. M. S. and M. B. examinations, 11 candidates passed; and at the final examinations for the License and Degree, 27 passed. The number of pupils in the four vernacular schools of medicine decreased slightly from 508 to 503, there being a small loss in each school except that of Dacca. The Lieutenant-Governor regrets to observe that there is still much irregularity and fluctuation in the attendance at these schools, especially in the Campbell School at Sealdah. Of 244 pupils on the rolls of that institution during the year, 57 were struck off for non-payment of fees, eight were removed for misconduct, and nine voluntarily left the school. There remained 170 students, of whom 41 passed their examinations and quitted the school, and 49 failed. The revised standard of admission, which is considerably higher than the former standard, will doubtless lead to greater stability in the classes, as well as to increased efficiency. At the first examination which is held at the close of the second year's course, 122 candidates presented themselves from the four medical schools, of whom 81 passed; at the final examination for the diploma, held at the end of the third year, 135 candidates appeared, and 93 passed. At the Sealdah and Dacca schools, the number of successful candidates for the diploma was about 75 per cent.; at the Cuttack school and the Temple school at Bankipore, about 60 per cent.

39. *Engineering.*—The Civil Engineering classes of the Presidency College numbering 73 students, were transferred at the beginning of the year to the Government Engineering College at Seebpore. Of 31 candidates who presented themselves for the subsequent University Examinations 13 passed, three obtaining the B. C. E. Degree and ten the License. The new session opened in June 1880 with 76 students, of whom 44 were newly admitted to the college. The number of engineer students at the close of the year was 82. The overseer classes, including 58 mechanical apprentices from the Dehree school, were opened in April 1880; and an examination for the admission of additional students was held in the following June. In all, 69 new students were admitted to the classes, but some did not join, and some left after joining. Seven of the old students were examined at the end of their fourth year, and six passed. All obtained employment—four under Government and two in private firms. There were 90 overseer and apprentice students at the close of the year. Of 172 students of all classes, 100 were Hindus, 68 Christians, three Parsees, and one a Mahomedan. Every student attended the workshops daily, and of all it is reported that they "take delight in working with their own hands at the bench, the lathe, the forge, and the foundry." Certain defects formerly existing in the drainage have now been remedied, and the health of the students is exceptionally good. The Lieutenant-Governor has lately sanctioned the erection of a large and

handsome building fronting the river for the residence of the native students in place of the temporary accommodation which alone could be provided for at the opening of the college. Soon after the close of the year an outbreak occurred amongst the native students, many of whom were guilty of serious insubordination in the part they took with regard to an alleged grievance. Order was restored by inflicting on 70 among them the penalty of rustication for a period of six months.

40. *Surveying and Industrial Schools.*—In the three survey schools there were 119 students against 138 in the previous year. At the final examination 40 candidates passed, and obtained the certificate. The passed students at Dacca and Cuttack find no difficulty in obtaining employment. In Behar there is not the same demand; and the decrease in the number of students at the Patna Survey School is ascribed to this cause. There were two industrial schools at the close of the year—the vernacular school at Dehree and the Ranchi school. The Dacca school was closed on the opening of the overseer classes at the Seebpore College. At Dehree 50 boys, sons of artizans engaged on the canal works, were receiving instruction; an increase of eleven over the number of last year. At the Ranchi school there were 27 pupils, three of whom were being taught smith's work, and the rest carpentry. The Patna industrial school was temporarily closed, owing to the want of a qualified Superintendent. A trained mechanical engineer has now, however, arrived from England, and the school will shortly be re-opened.

41. *School of Arts.*—The number of students rose from 76 to 80. The Lieutenant-Governor is glad from his own knowledge to endorse the favourable opinion expressed by the Director:—"The work of the students maintains its high standard in many branches of art, fully justifying the encomiums passed on it four years ago by Lord Northbrook, when he said that it would bear comparison with that of any Art School in England. The studies from life are particularly good, and have elicited the hearty approval of His Excellency the Viceroy." The Hon'ble Major Baring was good enough to accede to Sir Ashley Eden's wish that he should become the President of the Art Gallery Committee, and the valuable aid of Lord Northbrook has also been again secured for the purchase of works of art in England, £1,000 having been remitted to him for that purpose.

42. *Normal Schools.*—There were 14 normal schools at work during the year, including eight of the higher grade and six of the lower. At the examination for the vernacular teachers' certificate, 250 candidates appeared, out of whom 134 passed. The Chittagong and Dacca schools stood first in order of merit, followed by the Hooghly school; and though the Calcutta school occupied only the fourth place, the Lieutenant-Governor is glad to observe that a considerable improvement is reported over the results of previous years, which have frequently attracted the unfavourable notice of Government. The re-organization of middle schools on a vernacular basis has increased the demand for trained pundits throughout Bengal, and has thus acted with effect on all normal schools. The stipend grant at the Hooghly school was raised from Rs. 200 to Rs. 300 a month, in order to enable the school to meet the increasing demands made upon it. The grant to the Calcutta normal school was also increased from Rs. 100 to Rs. 200 a month. The Bauleah school was transferred during the year to Rungpore, with the object of providing teachers for the more backward and unhealthy districts of the Division. The Patna school is the only one that has an English Department attached. Of 101 pupil teachers, 80 belong to the vernacular and 21 to the English classes; and they have been sent into the school from all the districts of Behar. The want of trained vernacular teachers has hitherto been found the chief obstacle to the introduction of the vernacular system of instruction into the middle schools of Behar. The Patna normal school, on its enlarged and reorganized scale, ought in a few years to go a considerable way towards supplying that want, and providing a number of trained teachers both for English and for vernacular instruction.

43. *Madrassas.*—The number of pupils in the Arabic Department of the Calcutta Madrassa and in the five mofussil Madrassas of Bengal has increased from 777 to 1,006, or by about 30 per cent., the increase being shared by all the institutions. The Government expenditure increased by only 3 per cent. A proposal was made in the course of the year by an

influential Mahomedan gentleman, the Hon'ble Syud Ameer Hossain, to close three of the Madrassas in order to provide funds for the establishment of college classes in the Calcutta Madrassa, and generally to give more prominence to the study of English and less to that of oriental languages and science. In dealing with this question the Lieutenant-Governor could only regard himself as a trustee, whose duty it was to carry out the intentions of the founder of the Mohsin Endowment, and as such he was unable to sanction the diversion to the establishment of a single college in Calcutta of funds which were intended to have a much wider distribution. Sir Ashley Eden also though fully sympathising with him in his desire to extend English education among his co-religionists, believed that Syud Ameer Hossain underrated the strength of their desire for oriental learning. The figures above quoted support this conclusion and show that institutions of an essentially oriental character, modified by the admission and even encouragement of elementary English instruction, find increasing favour with the Mahomedans of Bengal. It also seemed self-evident that a small college could only afford a staff very much below the standard of that of the colleges now established in Calcutta, and that it was not therefore really to the advantage of the Mahomedans that such a college should be formed. For the benefit, however, of those who are ambitious of the higher education, the Lieutenant-Governor consented to defray from the Mohsin Endowment Fund two-thirds of the fees of every Mahomedan student reading in any of the colleges in Calcutta—a boon which has been much appreciated by students. At the same time the boarding accommodation in the Calcutta Madrassa itself has been greatly improved and extended at considerable cost, a joint mess has been established, and the Collinga branch school has been removed to much more commodious quarters, in anticipation of its final transfer to the quarters now occupied by the Principal within the Madrassa.

Taking the Calcutta Madrassa as a whole, there were 1,041 students in its three departments, or eight more than in the previous year. Of these, 239 belonged to the Arabic Department (the Madrassa proper), 391 to the Anglo-Persian Department, and 411 to the Branch School. Of all the pupils 658 were English and 383 oriental students. The expenditure for the year was Rs. 31,887, made up of the Mohsin grant of Rs. 25,000, and fees amounting to nearly Rs. 7,000. The students of the Arabic Department underwent the annual examination in common with those of the other Madrassas in Bengal, all of which now read to the Calcutta standard, except those of Hooghly and Joraghat. The Dacca and Chittagong Madrassas passed 15 students each; those of Rajshahye and Hooghly eight and four respectively. In the Hooghly Madrassa there is some slight improvement in the attendance, the number of students being 34 against 23 in 1878; but there seems as yet to be no indication that the Joraghat Branch Madrassa is acting in any way as a feeder to the Hooghly Madrassa. The institution at Joraghat seems to be less a Madrassa than an English school for Mahomedans, and, though as such, it may very well have good claims to support, it should not in that case be called by a name implying relations with the Hooghly Madrassa, which, as a matter of fact, do not exist. The future prospects of the Hooghly Madrassa, and its actual relations with the school at Joraghat, should receive the attention of the Director.

44. *Sanskrit Title Examination.*—Of 66 candidates at this examination, 31 passed. *Kavya* (literature) and *Smriti* (law) were the favourite subjects, being taken up respectively by 27 and 30 candidates, the number passing in them being 17 and 10. All the four candidates that took up Logic failed—a matter which is the more to be regretted as Logic is a subject in which the *tols* at one time excelled. The Principal of the Sanskrit College remarks, however, that the title examination has had the effect of reviving the study of literature and of the *Nyaya* and *Sankhya* in the *tols*, where for some time they had suffered neglect. Liberal prizes and other rewards which have been founded by wealthy natives of Bengal for the encouragement of students at these examinations have been separately noticed from time to time.

45. *Scholarships.*—The amount expended by Government during the past year was Rs. 1,53,868 out of a sanctioned grant of Rs. 1,73,187. Roughly speaking Rs 70,000 were spent on scholarships tenable in colleges, and Rs. 72,000 on

those tenable in secondary schools; while engineering and medical scholarships amounted to about Rs. 8,000, and those attached to the Sanskrit College and the School of Art to Rs. 4,000. Two scholarships of £200 a year each, tenable for two and a half years at the Cirencester, or some other Agricultural College in England, were established with a view to laying a sound foundation for the future establishment of schools of agriculture in Bengal. These were awarded to Baboo Ambika Charn Sen, M.A., of Bengal and Syud Sakhawat Hossein, B.A., of Behar.

Besides those established by Government there are large numbers of scholarships founded by private liberality. Among these the largest are the Mohsin scholarships; those created from the old Hindu College Fund, which include two of Rs. 50 a month, two of Rs. 40, and three of Rs. 30, tenable by B.-A. graduates of the Presidency College; and the Laha scholarships, founded in 1869 by Baboo Doorga Churn Law, who made over to Government half a lakh of rupees for that purpose.

School Books.

46. A further list of approved text-books has been issued after examination by the Central Text-book Committee. The Bengali translation of Dr. Cunningham's *Sanitary Primer* has been published and distributed to all middle, lower, and primary schools. The text-books in use in the vernacular schools of medicines have also undergone examination by a Committee specially appointed for that purpose. All existing text-books were brought under review; and the Committee finally issued a list showing the subjects in which satisfactory text-books existed, and those in which it was desirable that new works should be produced. The Committee at the same time indicated those English works in medicine and surgery from which condensed translations should be made. Authors were publicly invited to compete; and the Government offered a reward of Rs. 500 for the most satisfactory translation of each work. Sub-Committees have also been appointed for Behar and for Orissa. The recognition of Kaithi as the popular character in Behar is already making itself felt in the improvement of popular literature. To promote this object as well as to secure the wide distribution amongst the masses of Behar, of a cheap and simple literature in a character intelligible to them, the Lieutenant-Governor ordered the preparation of a complete fount of Kaithi type which has now been cut and cast at the Aliporo Jail Press, under the immediate and constant supervision of Mr. G. A. Grierson, who has taken much intelligent interest in the promotion of Kaithi instruction in Behar. The Lieutenant-Governor is confident that the importance of this measure can hardly be over-rated, and that its effects will make themselves felt at no distant date in the growth of a spirit of self-reliance among the peasantry of Behar. Under the direction or with the encouragement of the Inspector of Schools seven new school-books in Hindi were issued from the Patna press during the year; four being translations of standard Bengali works, and three original compositions or compilations. The Lieutenant-Governor has no fault to find with the progress already made; and he trusts that the want of a good atlas and geography of India, and of an arithmetic in Hindi, pointed out by the Director, will shortly be supplied by private enterprise, if possible, or if that fails by departmental agency. In Orissa the expenditure of Rs. 3,400 from State funds was sanctioned for the production of Uriya text-books in geometry, algebra, trigonometry, and botany, in order to replace the existing Bengali works on those subjects. Authors have been invited by public advertisement to compete for the rewards offered. Dr. Cunnigham's *Sanitary Primer* has also been translated and published in Uriya, and is now in use in the schools.

47. In conclusion the Lieutenant-Governor has again to acknowledge the ability and earnestness with which Mr. Croft has discharged his very important duties, and to thank him for this comprehensive and clear report. The officers of the department have ably seconded the Director's exertions, and to them the cause of education in Bengal is indebted for substantial progress during the year.

By order of the Lieutenant-Governor of Bengal.

A. P. MacDONNELL,

Offg. Secretary to the Government of Bengal.

No. 553.

COPY forwarded to the Director of Public Instruction for information.

Circular No. 41.

COPY forwarded to all Commissioners of Divisions for information and communication to Magistrates of Districts and District Committees.

By order of the Lieutenant-Governor of Bengal,

C. S. BAYLEY,

Offg. Under-Secretary to the Government of Bengal.

CALCUTTA,
The 19th December 1881.

J. E. S. & others—Reg. No. 9102C—660—21-12-81.